

DEVELOPMENT OF STUDENTS' INTERCULTURAL COMPETENCIES THROUGH A STUDY ABROAD EXPERIENCE: AN INSTITUTIONAL CASE STUDY

by

Werner Adolph de Wit

Thesis presented in partial fulfilment of the requirements for the degree of Master of
Philosophy in Higher Education in the Faculty of Education at Stellenbosch University



Supervisor: Professor M. Fourie-Malherbe

March 2021

DECLARATION

By submitting this thesis electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

Werner Adolph de Wit

Date: March 2021

Copyright © 2021 Stellenbosch University
All rights reserved.

ABSTRACT

Internationalisation has become an important endeavour in higher education in South Africa and abroad. Internationalisation can be advanced in multiple ways, and one such way is through study abroad. Study abroad gives students the opportunity to experience a different country and a different university, and so expand their world views. Stellenbosch University (SU) has been involved in study abroad activities since 1993, and has developed a summer school which is presented annually to local and international students.

The aim of this study was to identify the elements of intercultural competencies that students believed they had achieved by attending a summer school abroad in the South African context. This was done by doing a content analysis of blogs and individual interviews to determine what the perceptions of the students, who had attended the summer schools, were on the competencies they had developed during the SU International (SUI) summer school. These competencies were compared to competencies that, according to international literature, students develop by attending a summer school in Europe and the USA. Subsequent to the comparison, the researcher conceptualised the elements of intercultural competencies that are unique to SU and the South African context in order to determine the added value that students can be provided with by a study abroad experience in South Africa.

The study found that there were three unique elements of intercultural competencies developed by students during their short-term study abroad experience at SU. These are: having a transformative mindset, empathy, and 'ubuntu'.

This study not only makes a contribution to the future planning of the SUI summer school to enhance the offering, but it creates an opportunity for South African higher education institutions to engage on study abroad and to collaborate in promoting the benefits of study abroad in South Africa with their European and American counterparts.

KEY WORDS

Internationalisation, higher education, intercultural competencies, study abroad

OPSOMMING

Internasionalisering het 'n belangrike aktiwiteit in hoër onderwys in Suid Afrika en in die buiteland geword. Internasionalisering kan op verskeie manier bevorder word, en een so 'n manier is deur studente vir korter of langer tydperke in die buiteland te laat studeer. Buitelandse studies gee studente die geleentheid om 'n ander land en universiteit te ervaar en hulle uitkyk op die wêreld te verbreed. Die Universiteit Stellenbosch (US) is sedert 1993 betrokke by verskillende vorme van studente-uitruil, en het 'n somerskool ontwikkel wat jaarliks vir plaaslike en internasionale studente aangebied word.

Die doel van hierdie studie was om die elemente van interkulturele bevoegdhede te identifiseer wat studente glo hulle ontwikkel het deur 'n somerskool in die Suid Afrikaanse konteks by te woon. Dit is gedoen deur middel van inhoudsanalise van blogs en individuele onderhoude om vas te stel wat die persepsies is van die studente wat die somerskool bygewoon het oor die bevoegdhede wat hulle tydens die US Internasionaal (SUI) somerskool ontwikkel het. Hierdie bevoegdhede is vergelyk met bevoegdhede wat studente volgens internasionale literatuur ontwikkel het deur 'n somerskool in Europa en die VSA by te woon. Nadat die vergelyking gedoen is, het die navorser die elemente van interkulturele bevoegdhede wat uniek is aan die US en die Suid Afrikaanse konteks gekonseptualiseer om die toegevoegde waarde te bepaal wat 'n buitelandse studie in Suid Afrika aan studente kan bied.

Die studie het bevind dat daar drie unieke elemente van interkulturele bevoegdhede was wat studente ontwikkel het tydens hul korttermynstudie aan die US. Dit is om 'n transformerende ingestelheid, empatie en 'ubuntu' te hê.

Hierdie studie lewer nie net 'n bydrae tot die toekomstige beplanning van die SUI somerskool om die aanbod te verbeter nie, maar dit skep ook 'n geleentheid vir Suid Afrikaanse hoëronderwysinstellings om saam te werk sodat die voordele van studie in Suid-Afrika by hul Europese en Amerikaanse eweknieë bevorder kan word.

SLEUTELWOORDE

Internasionalisering, hoër onderwys, interkulturele bevoegdhede, buitelandse studie.

ACKNOWLEDGEMENTS

I would not have been able to complete this study without a number of very important people, and I would like to extend my gratitude to all of them:

Prof Magda Fourie-Malherbe (my supervisor), thank you for your patience, input and for going the extra mile. I would not have been able to do this with anyone else.

My colleagues at the Stellenbosch University International Office (particularly **Carmien Snyman, Alecia Erasmus, Lidia du Plessis, Mia Engelbrecht, Georgina Humphreys, Nicky Rhoda-Carstens, Hestea de Wet, Yolanda Johnson, Sarah van der Westhuizen, Ben Nel, and others**), who always asked how my studies are going, and ‘when are you finishing’.

My line managers (**Ben Nel, Sarah van der Westhuizen and Robert Kotze**), for allowing me the opportunity to pursue my studies part-time.

My **colleagues** in the **CSC** (especially **Luke Cuff, Carla Kroon and Johan Groenewald**) for always checking in and supporting along the way.

My fellow MPhil classmates for all the encouragement on our whatsapp group, and in particular **Mieke de Jager** for all your advice, and for checking all my module projects for language and grammar errors.

My **ENSTB LG guys** for all your prayers and encouragement week after week.

My **mom and ouma** for always asking how I am doing with my studies even though they have no idea what I am doing.

My **friends**, and in particular the ‘Koekstr crew’ (**Juvan Julie, Freddie Ellmann, Riana Goosen, Cilnette Pienaar and Frances Louw**) for the never-ending jokes about ‘another year’, but through it supporting and pushing me to finish.

And finally, to my **Father God** for giving me the talent and ability to be able to pursue this degree, and all the abundant blessings in my life.

It is done!

TABLE OF CONTENTS

DECLARATION	i
ABSTRACT	ii
OPSOMMING	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF TABLES	viii
LIST OF FIGURES	ix
LIST OF ADDENDA	x
LIST OF ACRONYMS	xi
CHAPTER 1	1
ORIENTATION OF THE STUDY	1
1.1 Background and motivation for the study	1
1.1.1 Growing importance of intercultural competencies	1
1.1.2 Institutional context	4
1.2 Statement of the problem	6
1.3 Research question and sub-questions.....	7
1.4 Research aim and objectives	7
1.5 Research methodology	7
1.5.1 Research paradigm and research design	7
1.5.2 Data collection	8
1.5.3 Data analysis	9
1.6 Approval and ethical considerations	10
1.7 Limitations of the study	11
1.8 Overview of chapters	11
1.9 List of definitions	13
1.10 Conclusion	13
CHAPTER 2	14
STUDY ABROAD AS A CO-CURRICULAR ACTIVITY WITHIN	
INTERNATIONALISATION OF HIGHER EDUCATION	14
2.1 Introduction	14
2.2 Internationalisation as a significant higher education activity	14
2.3 Study abroad as a co-curricular activity	18
2.3.1 Curriculum and its different dimensions	18
2.3.2 Co-curriculum	19

2.3.3 Study abroad	21
2.4 Conclusion	24
CHAPTER 3	25
INTERCULTURAL COMPETENCIES	25
3.1 Introduction	25
3.2 21 st Century Workforce Skills	25
3.3 Intercultural competencies	30
3.4 Conclusion	36
CHAPTER 4	38
CONTEXTUALISING THE STUDY: STELLENBOSCH UNIVERSITY	38
4.1 Introduction	38
4.2 Stellenbosch University: a brief overview	38
4.3 SU International	41
4.4 SUI Summer School	45
4.5 Conclusion	48
CHAPTER 5	49
RESEARCH METHODOLOGY	49
5.1 Introduction	49
5.2 Research paradigm	49
5.3 Research approach	50
5.4 Research design	51
5.5 Data collection and data analysis	52
5.6 Trustworthiness of the research	55
5.7 Ethical considerations	58
5.8 Position of the researcher	58
5.9 Conclusion	59
CHAPTER 6	60
DATA ANALYSIS AND FINDINGS	60
6.1 Introduction	60
6.2 Phase 1 – Blog analysis	60
6.3 Phase 2 – Follow-up individual interviews	61
6.4 Key findings from the data.....	62
6.4.1 Observations from blogs	62

6.4.2 Findings: Elements of intercultural competencies according to Deardorff's 2013 framework	62
6.4.2.1 Seeing from others' perspectives	62
6.4.2.2 Self-awareness and identity	65
6.4.2.3 Relationship building	67
6.4.2.4 Respect	69
6.4.2.5 Listening	70
6.4.2.6 Adaptation	71
6.4.2.7 Cultural humility	72
6.4.3 Findings: New elements of intercultural competencies identified	73
6.4.3.1 Transformative mindsets	73
6.4.3.2 Empathy	77
6.4.3.3 Ubuntu	79
6.4.4 South African adaption of Deardorff's intercultural competencies	81
6.4.5 Findings: In relation to Career and 21 st Century Workforce Skills	82
6.5 Conclusion	85
CHAPTER 7	87
CONCLUSIONS AND RECOMMENDATIONS	87
7.1 Introduction	87
7.2 Interpretation of findings in relation to literature	88
7.3 Discussion of main research findings	88
7.3.1 Development of intercultural competencies as outlined by Deardorff	89
7.3.2 Development of unique elements of intercultural competencies in the South African context, specifically at SU	89
7.3.3 How do these experiences compare attending a summer school in Europe or the USA?	90
7.3.4 What value does the (South) African (SU) context add to the summer school experience, if any?	91
7.4 Suggestions for future research	91
7.5 Recommendations	92
7.6 Limitations of the study	93
7.7 Trustworthiness of the research	94
7.8 Conclusion	94
References	95
Addenda	105

LIST OF TABLES

Table 3.1: 21 st Century workforce skills	27
------------------------------------------------------------	----

LIST OF FIGURES

Figure 3.1: Pyramid model of intercultural competence	33
Figure 3.2: Process model of intercultural competence	34
Figure 6.1: South African intercultural competencies	82

LIST OF ADDENDA

ADDENDUM A:	NOTICE OF ETHICS APPROVAL	105
ADDENDUM B:	INSTITUTIONAL PERMISSION	108
ADDENDUM C:	INTERVIEW GUIDE	117
ADDENDUM D:	CONSENT FORM	119

LIST OF ACRONYMS

AIFS	American Institute of Foreign Studies
ARUA	African Research Universities Alliance
ARWU	Academic Ranking of World Universities
DMIS	Developmental Model of Intercultural Sensitivity
IES	International Education of Students
IIE	Institute of International Education
MAP	Model Assessment Practice
QS	Quacquarelli Symonds
SU	Stellenbosch University
SUI	Stellenbosch University International
THE	Times Higher Education
USA	United States of America

CHAPTER 1

ORIENTATION OF THE STUDY

1.1 Background and motivation for the study

Internationalisation of higher education has grown rapidly in importance in South Africa and abroad over the past few decades (Altbach & Salmi, 2011; Knight, 2008). The number of students who study abroad has globally increased from 2.1 million in 2000 to 5 million in 2014, and a predicted 8 million students will be studying abroad by 2025 (University of Oxford, 2015). In the past decade the number of international students at universities worldwide has doubled (De Wit, 2020), and “the presence of international students is now a core part of the student body for the world’s leading universities” (University of Oxford, 2015:6).

In South Africa, the Department of Higher Education and Training is currently finalising the first national policy on the internationalisation of higher education. This will guide universities and help them to align their institutional internationalisation policies and strategies with a national framework for internationalisation of higher education.

1.1.1 Growing importance of intercultural competencies

Traditionally university education aimed at equipping students, through teaching and learning activities, with the necessary knowledge and skills to obtain a qualification. This traditional conception of the university is, however, rapidly changing. A university is no longer only a place for students to get a degree, but a place where students can grow and develop, not only in the classroom or through conventional teaching and learning activities, but also in the out-of-class or co-curriculum context. In many universities an international experience or ‘study abroad’¹ is offered as part of the co-curriculum.

¹ Study abroad in the context of this dissertation refers to short term mobility opportunities. The terms study abroad, summer schools and summer abroad are used interchangeably and all refer to short term study abroad opportunities.

Study abroad has many facets: some approaches to study abroad focus on long-term study opportunities (such as a semester, full academic year or more), while others concentrate more on short-term study abroad opportunities (such as summer schools or short faculty-led programmes). Many students do not have the option of utilising a long-term study abroad opportunity due to a variety of reasons that could range from personal to academic or financial limitations. A short-term study abroad opportunity is thus for many students the only way in which they can get an international experience while they are studying.

During a study abroad experience students often develop skills that are not necessarily formally taught, but that are acquired through experience (experiential learning). These skills will enhance the students, and when entering the workforce will give them an advantage over their peers who did not study abroad. Study abroad “has become one of the most powerful ways to prove to employers that graduates have the skills necessary to become valued members of the workforce” (AIFS Foundation & IIE, 2018:6). This underscores the importance of study abroad. The skills that can be developed while studying abroad are important for students when entering the workforce, because the workplace is becoming a more globally competitive space. The 21st century workplace requires both soft and hard skills, as identified by American and European researchers (Farrugia & Sanger 2017:7), and include the following: communication skills, confidence, course or major-related knowledge, curiosity, flexibility or adaptability, intercultural skills, interpersonal skills, language skills, leadership, problem-solving skills, self-awareness, teamwork, technical or computer software skills, tolerance for ambiguity, and work ethic. These skills are discussed in more detail in Chapter 3.

Many of the skills identified by Farrugia and Sanger (2017) for the USA and European contexts could also be relevant to the South African context, and could be incorporated into the competencies that a study abroad opportunity in South Africa could achieve.

The Study Abroad White Paper (AIFS Foundation & IIE, 2018), which forms part of the Global Education Research Reports supported by the American Institute of Foreign Studies (AIFS) Foundation and the Institute of International Education (IIE), reports on the impact that study abroad has had on students in developing the workforce skills as outlined by Farrugia and Sanger (2017). The Study Abroad White Paper organised

these skills into three categories, namely intrapersonal competencies, cognitive competencies and interpersonal competencies:

a) Intrapersonal competencies:

- Intercultural skills
- Flexibility/Adaptability
- Self-awareness
- Tolerance for ambiguity

b) Cognitive competencies:

- Curiosity
- Confidence
- Problem-solving skills
- Language skills
- Course or major-related knowledge

c) Interpersonal competencies:

- Interpersonal skills
- Language skills

The intrapersonal, cognitive and interpersonal competencies outlined above are all important for the holistic development of well-rounded graduates. Yet, in a globalised context characterised by increasing diversity across all societies, the need to be culturally sensitive seems to be gaining prominence. This suggests that students need to specifically develop intercultural skills.

In contrast to the Study Abroad White Paper (AIFS Foundation & IIE, 2018), discussed above, that refers to intercultural workforce skills that students developed through study abroad, UNESCO broadens the concept of intercultural workforce skills to 'competencies' in their conceptual and operational framework for intercultural competencies (Deardorff, 2006; UNESCO, 2013). This was adapted from Deardorff's (2006) pyramid model of intercultural competence as seen in Figure 3.1. Within this conceptual and operational framework for intercultural competencies, Deardorff identified the following fundamental elements of intercultural competencies (UNESCO, 2013:24):

- Respect ("valuing of others");

- Self-awareness/identity (“understanding the lens through which we each view the world”);
- Seeing from other perspectives/world views (“both how these perspectives are similar and different”);
- Listening (“engaging in authentic intercultural dialogue”);
- Adaptation (“being able to shift temporarily into another perspective”);
- Relationship building (“forging lasting cross-cultural personal bonds”), and
- Cultural humility (“combines respect with self-awareness”).

I argue that these elements of intercultural competencies are what students should develop during a study abroad. The question then arises to what extent study abroad programmes are actually effective in achieving this. Another question that arises is whether students derive similar value in terms of the development of intercultural competencies from a study abroad experience in South Africa, compared to such an experience in Europe or the USA. This study explored these questions in the context of Stellenbosch University (SU), and looked specifically at which elements of intercultural competencies are developed by students during a study abroad experience at SU.

1.1.2 Institutional context

Having been founded as an independent university in 1918, SU celebrated its centenary in 2018. SU is a public university with an enrolment of more than 31 000 students, of which two-thirds are undergraduate and one-third postgraduate (SU, 2018c). Approximately 3 800 are international students from more than 109 countries. In 1993, the Office of International Relations was established, and in 2010 this office became the Postgraduate and International Office. Currently, the division is known as Stellenbosch University International (SUI) and it celebrated its 25th anniversary in 2018. SUI focuses on internationalisation at SU as one of the institutional aspirations guided by Vision 2040 and the Strategic Framework 2019–2024.

In 2016 SU appointed its first Vice-Rector: Strategic Initiatives and Internationalisation. In addition, the SU Internationalisation Strategy (2019), aimed at addressing areas that are lacking in terms of the institutional and national policies of internationalisation, was

recently approved. The concept note that was used in preparation of the Strategy states that SU needs to acknowledge “the social justice imperative as well as the need to identify and satisfy the competencies demanded within a globalised context” (SU, 2018b:5). This is indicative of the value attached by the institution to the intercultural competencies that students need to develop.

To give effect to Vision 2040, the Strategic Framework 2019–2024 (SU, 2018a) was also adopted in 2018. The Strategic Framework 2019–2024 lists seven core strategic focus areas. One of these seven focus areas is a transformative student experience. Such a transformative student experience includes students’ in-class and out-of-class experiences, one of which is a study abroad experience. One could surmise that a study abroad experience would contribute to the students’ transformative student experience, as it opens up students’ minds to new and different experiences and therefore contributes to transforming a student’s thinking.

One major benefit of attending a residential university such as SU is the co-curriculum. The co-curriculum is defined as programmes and learning experiences that complement students’ studies. SU offers many different opportunities for students to participate in the co-curriculum, one of which is the opportunity to study abroad. As seen from the above references, study abroad is not something unique to SU, but a worldwide phenomenon. As noted above, attending a summer school abroad could have many positive outcomes, including the development of intercultural competencies. Whereas studies have been done in Europe and the USA to determine the outcomes of these summer abroad opportunities (AIFS Foundation & IIE, 2018), not much research has been done to determine the outcomes achieved by students from abroad attending a summer school in the African context. Such a study, with a focus on intercultural competencies, could fill this gap in addition to serving important comparative purposes.

SU has been presenting an annual summer school during June and July since 2001 through the then International Office. Students from abroad who attend the summer school at SU attain academic credits which are transferred back to their home institution. In addition, they acquire, to a greater or lesser extent, intercultural competencies which should be recognised in some way. During the past five years, the summer school was attended by approximately 400 students from 18 different

countries. This is a broad mix of different cultures, and the development of many of the elements of intercultural competencies, as outlined by Deardorff (Deardorff, 2006; UNESCO, 2013) (see Chapter 3), apply to the summer school programme.

This research thus aimed to identify which specific elements of intercultural competencies are developed by students attending a summer school at SU. These elements were compared to those identified by students attending summer schools in Europe and the USA to establish the differences or similarities with the South African context. The study will distinguish what the unique elements of intercultural competencies are that students can attain by attending an African summer abroad opportunity.

1.2 Statement of the problem

Globally the workplace is becoming a more competitive space, and employers are no longer only taking into account jobseekers' formal qualifications, but also the other skills that employees have when entering the workforce. One of the key skills that employees will need is intercultural skills, as the workplace in the 21st century is becoming more diverse in nature. As mentioned before, UNESCO (2013) embodies these skills in their framework for intercultural competencies. The aim of this study is to identify the elements of intercultural competencies that students believed they had achieved by attending a summer school abroad in the South African context. This will be done by determining what the perceptions of the students, who attended the summer schools, are on the competencies they have developed during the SUI summer school. These competencies will be compared to competencies that, according to international literature, students develop by attending a summer school abroad in Europe and the USA. Once this is done, the researcher will conceptualise the elements of intercultural competencies that are unique to SU and the South African context in order to determine the added value that students can be provided with by a study abroad in South Africa.

When attending a summer school, students from different nationalities are together in one class. This is of significance when evaluating the students' experience of a summer school abroad from different international perspectives, as Joy and Kolb (2009) argue that students from different nationalities and cultural backgrounds learn differently. The experience of the students could thus differ, based on their nationality.

Although students coming to SU for the summer school are from different nationalities, they are all attending the same summer school. The theme of intercultural competencies and how students develop these competencies by attending a summer school at SU will be explored in this study.

1.3 Research question and sub-questions

The question that this study will attempt to answer is whether students develop unique elements of intercultural competencies while attending a study abroad summer school in the South African context, more specifically at SU, and if so, what these competences are. The sub-questions that will be addressed are:

1. What makes attending a summer abroad opportunity in South Africa, more specifically at SU, unique compared to Europe or the US?
2. How do these experiences compare to or differ from attending a summer school in Europe or the USA?
3. What value does the (South) African (SU) context add to the summer school experience, if any?

1.4 Research aim and objectives

The research aim was to determine the unique elements of intercultural competencies that are developed when attending a summer school at SU. This was done by comparing students' perceptions of the competencies they had acquired during their study abroad experience in South Africa at SU, against the elements of intercultural competencies identified by Deardorff (Deardorff, 2006; UNESCO, 2013). Deardorff's model of intercultural competencies thus served as the theoretical or conceptual framework for this study.

This comparison lead to the identification of the specific elements of intercultural competencies of a summer school abroad at SU, and explication of how these competencies are unique to the South African context (if at all).

1.5 Research methodology

1.5.1 Research paradigm and research design

According to Ramani and Mann (2015:1), research paradigm refers to the views that guide research and how "reality is viewed by a researcher". The paradigm I worked

from for this study was interpretivism. Jansen (2007) describes the focus of the interpretivist paradigm as the meaning that individuals assign to their experiences. The interpretivist paradigm was appropriate for this study, as I investigated the experiences of individual students while studying abroad. The participants' interpretations of their experiences, and their ensuing personal growth, formed the backbone of this study. The narrative nature of the data was well suited to the interpretivist paradigm, and it also determined the research approach.

Case study was used as the research design in this study. This design was appropriate as it allowed me to understand the case within the context, and to give a holistic picture of the phenomenon within the case (Rule & John, 2011). Case study is used when a phenomenon cannot be considered without the context (Baxter & Jack, 2008). Case study is defined as an empirical inquiry that "investigates a contemporary phenomenon in depth and within its real-life context" (Yin, 2009:18; see also Rule & John, 2011).

In this study, the context is Stellenbosch University as a South African higher education institution. The case was the SUI Summer School, and the unit of analysis within the case was the participating students' experiences, perspectives and reflections. The focus within the case was the development of the different elements of intercultural competencies. With this design, I was able to provide in-depth answers to the research questions. This was an exploratory case study, as described by Yin (2009). I attempted not only to explore what elements of intercultural competencies were developed through the SUI summer school, but I was also testing existing theory and generating new theory. Through this I aimed to determine what the students' real-life experiences were, which would not have been possible by using a survey (Yin, 2003). This was a single case study design, as the study specifically examined the SUI summer school as the case to determine the elements of intercultural competencies that students developed during the summer school. I believe this case is unique within the South African context (Rule & John, 2011; Yin, 2009). Multiple cases within the context of other higher education institutions in South Africa were too broad for this study, and thus other cases were not investigated.

1.5.2 Data collection

The research question in this study drove the research methods. Data collection for Phase 1 involved finding students who had written blogs on their experiences upon

their return home in the past five years, and contacting them for permission to use the content of their blogs in my analysis. Blogging can be described as the offspring of personal webpages and user-generated content (Haferkamp & Kramer, 2008; Webb & Wang, 2013), and is regarded as a powerful medium of communication and a new way to express oneself (Webb & Wang, 2013).

Data collection for Phase 2 involved individual interviews which were conducted according to an interview protocol. Some of the students who wrote blogs were interviewed; in addition, other students who had attended the summer school, and who did not write a blog, were also interviewed in order to compare their experiences with those expressed in the blogs.

Purposive sampling was done by targeting the students who had written blogs because of their experience in relation to the case (Rule & John, 2011). This gave me the opportunity to verify whether the themes and possible elements of intercultural competencies identified were a true reflection of what the students experienced during their study abroad. I then further explored some of the themes that were identified by using snowball sampling (Rule & John, 2011) to interview other students who had participated in the summer schools, but who did not write blogs. I deemed these follow-up interviews necessary to further explore the findings.

1.5.3 Data analysis

I used an inductive approach to read and analyse the blogs through thematic content analysis (Kim & Kuljis, 2010; Webb & Wang, 2013) and conventional content analysis (Hsieh & Shannon, 2005), to ensure that themes emerge from the data rather than imposing categories on the data.

I read the blogs (n=10), coded them, and then grouped the codes in different categories according to the themes that emerged. I then used the themes that emerged from the data to conduct purposive follow-up interviews via skype with some of the students who wrote the blogs (n=5) to explore the themes emerging from the blogs more deeply. Other students (n=30) who attended the summer school but who did not write blogs, were identified through snowball sampling (Rule & John, 2011) and were also interviewed to compare their experiences with those described in the blogs. A total of 35 (n=35) individual follow-up interviews were conducted.

The interview data were transcribed and I coded the qualitative data in the same manner as I did with the blogs. The coding was done manually by reading the blogs

and the interview transcripts a few times. The codes that were applied were any references to intercultural competencies, as discussed in the literature review in Chapter 3. I then grouped the codes into the different elements of intercultural competencies to identify the correlation. These themes were thus compared to the elements of intercultural competencies identified by Deardorff (Deardorff, 2006; UNESCO, 2013).

The identified elements of intercultural competencies, as perceived by the students, were compared to the competencies identified in the European or USA context to see how they were similar to or differed from them. In this way, the researcher was able to identify a set of unique elements of intercultural competencies developed by attending a summer school in the South African context, that can be used in future summer school initiatives as guidelines for incoming students to determine whether those elements are something that they would want to develop, and why they should choose South Africa as a destination to develop these elements of intercultural competencies.

1.6 Approval and ethical considerations

I ensured that all ethical considerations, as determined by SU, have been adhered to. The research proposal was approved by the MPhil Proposal Committee of the Centre for Higher and Adult Education in the Department of Curriculum Studies. Ethical clearance (Addendum A) for the study was given by the SU Research Ethics Committee (Humaniora), and institutional permission (Addendum B) was granted by the Division for Institutional Research and Planning, as the research involved SU international students.

The study was viewed as a low-risk study, as the on-line blogs of students who attended the SUI summer school were analysed and their identities protected by using pseudonyms in my reporting. This would ensure anonymity, and no information could be traced back to the participants. No reference is made to the name or nationalities of the students in the study. All participation in the study was voluntary and the participants were informed of the aim and scope of the study. The students completed a consent form (Addendum D) permitting me to use the content of their published blogs. The students also gave consent to be contacted for follow-up interviews if deemed necessary. Similarly, the other students whom I approached to be interviewed,

gave informed consent. The students had the right to withdraw from the study at any stage.

1.7 Limitations of the study

The participants in this study were a limited group of students who attended a summer school abroad at SU. The findings thus reflect the perspectives of these students only, and the experiences of students at other South African universities might not be the same.

Another limitation was related to logistical challenges, as the participants were situated in different countries. This contributed as a limitation since I could not have extensive face-to-face interviews to gain more profound perspectives, due to the online nature of the interviews. The time difference between the different countries also made it difficult to find timeslots that suited both myself and the participants.

As coordinator of the SUI summer school I need to acknowledge that bias could have affected my interpretation of the research findings. However, throughout the study I took the necessary steps to ensure that I did not use my position as coordinator of the school to influence the outcome of the study. My findings were verified by verbatim quotations from the participants' blogs and interviews. Participants had already attended the summer schools, and participation in this study would not affect the participants in any way. In addition, the outcome of the study would not benefit me directly, but could be used to further enhance the offering of the summer school at SU.

The interpretation of the participants' blogs, without further discussion for clarification or verification with the authors of the blogs, thus represents the viewpoint of the researcher, and there could potentially have been misinterpretations. I tried to avoid this by testing my interpretation in follow-up interviews with some students who had written blogs. A further limitation could be that the data collection in Phase 1 of the study relied on the availability of student blogs. This meant that a specific group of students who wished to share their reflections, were targeted. For this reason, other students who had not written blogs, were also approached for interviews.

1.8 Overview of chapters

Chapter 1 - Orientation of the study

This chapter gives an overview of the background and context of the study. The aim, research question, methodology used and ethical considerations are briefly introduced in this chapter.

Chapter 2 - Study abroad as a co-curricular activity within internationalisation of higher education

This chapter gives the reader insight into the relevant literature on internationalisation as a higher education activity, and how study abroad can be seen as part of the co-curriculum.

Chapter 3 - Intercultural competencies

This chapter considers the relevant literature on intercultural competencies and the different elements thereof. How these competencies relate to the 21st century workforce skills was explored, in addition to comparing literature from the USA and Europe.

Chapter 4 - Contextualising the study: Stellenbosch University

This chapter focuses on giving an overview of SU's strategy and its internationalisation policy, and how graduate attributes impact the curriculum. An overview of the SUI summer school is also given, which forms the case in this study.

Chapter 5 - Research methodology

This chapter provides insight into the research methodology and paradigm used in this study.

Chapter 6 - Data analysis and findings

In this chapter the research data is discussed and analysed to provide an in-depth understanding of the participants' experience during their summer school experience.

Chapter 7 - Conclusions and recommendations

This chapter concludes the study by giving recommendations on the way forward.

1.9 List of definitions

Skills - Skills refer to specific abilities that a person needs, and can learn, to perform a task successfully (McNeill, 2020).

Competencies - Competencies are derived from skills and “is a product of the interaction of the skills possessed by an individual and the context(s) in which they are (expected to be) operating in” (Oates, 2003:183).

Study Abroad - In the context of this study study abroad refers to short term mobility opportunities which students partake in, by attending classes at a university in another country, for a period of two to four weeks. Refer to Chapter 2 for an extended definition of study abroad.

Internationalisation – Internationalisation is the intentional approach of a university to integrate a global dimension into their everyday functioning to enhance the offering of the university.

1.10 Conclusion

This chapter has given an overview and background of and motivation for the study, as well as the context in which this study was done. The problem and research question addressed by the study were discussed, as were the study aim and objectives.

Then the research methodology that was followed was explained in terms of the research paradigm and design, as well as the selection of the data. The way the data was analysed was also discussed. The study focused on the analysis of student blogs after they had attended the SUI summer school, amplified with follow-up interviews.

The approval and ethical considerations as well as the limitations of the study were outlined. This was followed by an overview of the chapters, as well as a list of definitions and concepts that are relevant to the study.

The next chapter, Chapter 2, will give the reader some insight into the relevant literature around internationalisation as a higher education activity, and how study abroad can be seen as part of the co-curriculum.

CHAPTER 2

STUDY ABROAD AS A CO-CURRICULAR ACTIVITY WITHIN INTERNATIONALISATION OF HIGHER EDUCATION

2.1 Introduction

This chapter commences by probing the concept of higher education, and more specifically, how internationalisation is an important activity within higher education. To understand the significance of internationalisation one needs to consider where it fits into the higher education agenda. In many cases university rankings drive internationalisation, and I explored some aspects of rankings that are important in this context. This is, however, not the only motivation for internationalisation, and in this chapter other factors that drive internationalisation at universities are also considered.

One form of internationalisation is study abroad, which is the primary focus of this chapter. Study abroad is considered part of the co-curriculum of higher education, hence the chapter discusses the curriculum and its different dimensions and how the co-curriculum and curriculum work together. An understanding of the different curriculum dimensions underpins the conceptualisation of the co-curriculum, and how study abroad fits into it.

Lastly, I deliberate on study abroad and how study abroad fits into the co-curriculum. To do this, I consider USA and European standards of study abroad, and how they are connected to student learning. A good understanding of these key concepts from literature is required to develop a clearer view of study abroad as a co-curricular activity.

2.2 Internationalisation as a significant higher education activity

Internationalisation of higher education has grown rapidly in importance in South Africa and abroad over the past few decades (Altbach & Salmi, 2011; Knight, 2008). Leading universities regard the size of their international student bodies as one of the key factors when measuring success, and the number of international students is a regular component of the indicators that are used by universities to measure success and to boost their international profile (Spencer-Oatey & Dauber, 2017). The number of

students who study abroad has increased globally from 2.1 million in 2000 to 5 million in 2014, and a predicted 8 million students will be studying abroad by 2025 (University of Oxford, 2015). During the past decade the number of international students at universities worldwide has doubled (De Wit, 2020), and “the presence of international students is now a core part of the student body for the world’s leading universities” (University of Oxford, 2015:6). The importance of an international experience for students was emphasised by the 4th IAU Global Survey (Egron-Polak & Hudson, 2014) of the internationalisation of higher education that highlighted increased international awareness, knowledge and appreciation of international issues of graduates as the most highly ranked benefit of an international student experience.

Internationalisation of HEIs is, however, more than the mere presence of international students on campus. Knight (2015:2) defines internationalisation as the intentional “process of integrating an international, intercultural or global dimension into the purpose, functions and delivery of post-secondary education”. De Wit, Egron-Polak, Howard and Hunter (2015:29) expand on this definition by adding that the goal is “to enhance the quality of education and research for all students and staff, and to make a meaningful contribution to society”. A report from the University of Oxford (2015) also highlights the importance of internationalisation to achieve a variety of institutional goals.

One of the factors that could have contributed to the growth of internationalisation in higher education is the phenomenon of global university rankings. International student numbers are, for example, one of the criteria of the Quacquarelli Symonds (QS) World Rankings (QS, 2017). QS world rankings were introduced in 2004 and rank more than 900 universities yearly. Together with the Times Higher Education World University Rankings and the Academic Ranking of World Universities, the QS World University Rankings is generally regarded as one of the three most influential university rankings in the world. The QS rankings serve as an indicator of how well a university is doing, and these rankings influence the reputation and stature of the university. The QS World University Rankings use a consistent methodological framework, compiled of six simple metrics that are believed to effectively capture university performance (QS, 2017). Universities are evaluated according to the following six metrics:

1. Academic Reputation
2. Employer Reputation
3. Faculty/Student Ratio

4. Citations per faculty
5. International Faculty Ratio
6. International Student Ratio.

One of the ways universities can improve their position on the QS rankings is a stronger focus on internationalisation, as two of the metrics relate to internationalisation.

Like universities elsewhere, South African universities too strive to position themselves on university rankings, and once they are there, to annually improve their positions. Cloete and Maasen (2013) posit that although developing countries, such as South Africa, “have not yet achieved the top levels of global rankings, they are ‘extraordinarily important’ in their countries and regions – and are steadily improving their reputations and competitiveness on the international stage” (Cloete & Maassen, 2013:1). Relatively low numbers of international faculty and international students at most South African universities are some of the reasons why our universities fare poorly in terms of university rankings and struggle to improve their ranking positions. This could be due to a number of factors such as uneven outward and inward student mobility, lack of funding, apathy of students, and lack of political will of university authorities.

Internationalisation of a higher education institution can be interpreted as the internationalisation of the curriculum, its staff or its students. Klopper (2017) identifies five factors that drive internationalisation: globalising and liberalising economies, knowledge societies, information, technology, and the demand for massification. In addition, Klopper (2017) posits that the most important reasons for internationalisation of a higher education institution are to improve student preparedness for the working world, to internationalise the curriculum, to enhance the international profile of the institution, to strengthen research and knowledge production, and to diversify its staff. These reasons closely relate to the QS Rankings criteria mentioned above.

From the above it is clear that there are various reasons why internationalisation matters for universities. Internationalisation increases the national and international visibility of institutions (Gao, 2015). It also leverages institutional strengths through strategic partnerships and enlarges the academic community within which institutions can benchmark their activities. Universities use internationalisation to mobilise internal and external intellectual resources and to develop stronger research groups.

Furthermore, internationalisation can add important contemporary learning outcomes to the student experience (Klopper, 2017).

Many of the above drivers of internationalisation are confirmed by Seeber, Cattaneo, Huisman and Paleari (2016), who point out the importance of institutional context. They maintain that higher education institutions could internationalise due to historical, geographical, cultural or linguistic reasons. The rationale for internationalisation includes the following (Seeber *et al.*, 2016:688):

- Increased international awareness of and deeper engagement with global issues by students
- Enhanced internationalisation of the curriculum
- Improved quality of teaching and learning
- Strengthened institutional research and knowledge production capacity
- Enhanced prestige/profile for the institution
- Opportunity to benchmark or compare institutional performance within the context of international good practice
- Enhanced international cooperation and capacity building
- Increased international networking by faculty and researchers
- Increased or diversified revenue generation.

Gao (2015) proposes a framework for mapping internationalisation that focuses on six dimensions of internationalisation. These dimensions are research, curriculum, governance, engagement, students and staff. Gao's subcomponents of these dimensions provide a framework to consider areas that are lacking in terms of the institutional and national dimensions of internationalisation (SU, 2018b).

To promote internationalisation of African universities, the African Network for the Internationalisation of Education (ANIE) was formed (Knight & Sehoole, 2013). ANIE is a "non-governmental organisation committed to promoting greater understanding of how internationalisation can strengthen higher education and ultimately higher education's contribution to the community and society at large" (Knight & Sehoole, 2013:14). Knight and Sehoole (2013) further argue that Internationalisation can be managed more effectively by understanding the environment, developing a strategic

approach, optimising the implementation of strategies, monitoring and evaluating approaches, and by sharing best practices.

In South Africa, the Department of Higher Education and Training is currently finalising the first national policy on the internationalisation of higher education. This will guide universities and help them to align their institutional internationalisation policies and strategies with a national framework for internationalisation of higher education. Kotze (2019:1) states that “the policy is expected to require universities to adhere to the rationale and principles of the policy framework and to the national strategies and priorities of the policy itself. The policy is also expected to require universities to determine their own measurable indicators of internationalisation.” As pointed out above, the HE internationalisation playing field in South Africa is still very uneven.

2.3 Study abroad as a co-curricular activity

Within the broad spectrum of the internationalisation activities in higher education, study abroad is one of the most widespread practices. Study abroad is now considered in the context of the co-curriculum.

2.3.1 Curriculum and its different dimensions

Bitzer and Botha (2011) refer to the work of Ross (2000) who describes the curriculum as what is worth knowing or what needs to be learned. This is a very basic definition of curriculum. Various authors have different opinions on what curriculum entails, and Brealt and Marshall (2010) argue that there is little difference between the different definitions of curriculum of various authors. I argue that the curriculum should outline what students need to know and understand at the end of a course of study. Determining whether students have learned or achieved these outcomes is where the challenge lies.

Porter and Smithson (2001) distinguish between four dimensions of the curriculum: the intended curriculum, the enacted curriculum, the assessed curriculum and the learned curriculum. The intended curriculum outlines what the curriculum is expected to deliver. If these outcomes are achieved, the curriculum is successful. Much of the content of the intended curriculum is driven by policies, such as government policies for schools, or departmental policies of universities. The enacted curriculum refers to the actual

content, activities and methods that students engage with in the classroom. This curriculum will be largely influenced by the background of the students in the classroom, as well as by the background and expertise of the lecturer. The way the students engage with the content, as well as the perspectives they bring, are important to take note of here. This is arguably the most important aspect of the curriculum, as this is where most learning takes place.

The assessed curriculum refers to what is being assessed. In this regard it is important to compare the policies and the content of the two previously mentioned curriculum dimensions when the assessed curriculum is being determined (Porter & Smithson, 2001). Assessments drive students' learning, and the question that should be asked is whether students only learn for assessments and then forget what they have learnt, or whether what has been learned for the assessment is retained for future reference, implementation or application.

The learned curriculum is where the three other curriculum dimensions come together and learning takes place. The intended, enacted and assessed curriculum together form the learned curriculum (Porter & Smithson, 2001). Education will be successful if all the curriculum dimensions are regarded as equally important, and when one dimension does not have more weight attached to it than others. The key is thus how these dimensions of the curriculum interact to bring about the learned curriculum.

Traditionally, university education was aimed at equipping students through teaching and learning activities with the necessary knowledge and skills to obtain a qualification. However, this traditional concept of the university is rapidly changing. A university is no longer only a place for students to get a degree, but a place where students can grow and develop, not only in the classroom or through conventional teaching and learning activities, but also in the out-of-class or co-curriculum context. Oaks (2015) argues that this integrated approach helps students achieve shared learning outcomes. In many universities an international experience or 'study abroad' is offered as part of the co-curriculum.

2.3.2 Co-curriculum

Early in the 1990's the term 'extracurricular' was replaced by the term 'co-curriculum' to remove the stigma that everything that happens outside the classroom is "extra" and

not really a core function of the university (Harper & Antonio, 2008). This was a positive change, as the co-curriculum can make an important contribution in supplementing the formal curriculum in terms of student learning. Learning takes place during both curricular and co-curricular experiences, and according to the 21st Century Workforce skills of Farrugia and Sanger (2017), the co-curriculum plays an important role in the skills that graduates acquire at university. These 21st Century Workforce skills of Farrugia and Sanger (2017) are discussed in more detail in Chapter 3.

Co-curriculum is defined as “activities, programs, and learning experiences that complement, in some way, what students are learning in [class] - i.e., experiences that are connected to or mirror the academic curriculum” (Abbott, 2014:1). The co-curriculum is constructed around a set of desired educational outcomes, with an action plan to achieve these outcomes through various forms of assessments to measure student learning and development (Schuh, Jones, Harper & Komives, 2011). According to this definition, co-curricular programmes also have a desired set of outcomes.

A study abroad experience can be seen as a co-curricular opportunity, as this does not traditionally form part of the formal curriculum in the case of the South African university system. In the USA students have the option to do various electives, which can include a co-curricular experience such as study abroad, and they can then transfer the credits of a study abroad experience back to their home institution. In South Africa where the university degree system is more rigid, students do not have this option, as their degree programmes are mostly structured with a set number of modules or courses with a fixed curriculum, and thus a study abroad experience is seen as a co-curricular experience.

Vygotsky (1978) posits that student learning takes place even without structured programming within the co-curricular space, especially when learning is seen as a socially constructed activity. Stirling and Kerr (2015), however, argue for a more structured and rigorously processed approach to the co-curriculum to add value to students' learning. This illustrates different approaches to students' learning in the co-curriculum.

The study abroad opportunity, whether part of the curriculum or co-curriculum, is thus one of the ways in which students can develop a variety of skills and competencies. In line with the above-mentioned definition of a co-curricular study abroad experience, students need to be measured to determine what learning and development took place. Assessment of students' learning is a standard practice in higher education, and this is also being done more concretely in co-curricular programmes such as study abroad (Porter & Smithson, 2001). One way of measuring the impact or benefit of study abroad is to determine which competencies the student participants have acquired. Within a broad range of intrapersonal, cognitive and interpersonal competencies that can be developed through a study abroad experience, intercultural competencies are prominent. In this study these outcomes are assessed against the intercultural competencies model of Deardorff (Deardorff, 2006; UNESCO, 2013). The elements of intercultural competencies that form part of this assessment are discussed in Chapter 3.

2.3.3 Study abroad

As mentioned above, study abroad in South Africa is offered as part of the co-curriculum and is a popular form of student mobility. Student mobility is one of the measurable indicators of internationalisation of higher education in South Africa.

By far the largest proportion of students who make use of student mobility opportunities are from the African continent. Boshoff (2015:23) indicates that:

South Africa is one of the biggest receivers of students in Africa. International student numbers coming to South Africa showed a steady increase from 7 031 contact students in 1994 to 40 213 contact students in 2013; this represented 7 percent of the total student population. The percentage ratio of international students to local students has remained constant since 2007, which shows that the growth rate in the numbers of international students is consistent with the growth of the South African system.

This has, however, placed considerable pressure on higher education institutions in South Africa (Carrim & Wangenge-Ouma, 2013), not only in terms of physical infrastructure, but also in terms of teaching and supervisory capacity for postgraduate students.

Driven primarily by internationalisation, student mobility has many facets. Some approaches to study abroad focus on long-term study opportunities (such as a semester, full academic year, or more), while others concentrate more on short-term study abroad opportunities (such as summer schools or short programmes led by academic staff). Sobania and Braskamp (2009) argue that, for various reasons that could range from personal to academic or financial limitations, many students do not have the option of utilising a long-term study abroad opportunity. Therefore, for many students, a short-term study abroad opportunity is the only way in which they can gain an international experience while they are studying.

During a study abroad experience students often develop skills that are not necessarily formally taught, but skills which they acquire through experience, that is, through experiential learning. Kolb (2015) explains the process of experiential learning as an opportunity for students to share experiences and then to reflect together on these experiences. According to Kolb (2015:21), experiential learning is a perspective on learning that combines “experience, perception, cognition and behaviour”. Kolb (2015) further posits that experiential learning is more about the process of learning than about the outcome. It is a continuous process grounded in experience (Moon, 2004). Similarly, study abroad students learn through the process of participating in a study abroad opportunity, rather than through formal academic teaching.

Study abroad has many benefits for students who get such an internationalisation opportunity. The Standards of Good Practice for Education Abroad that have been set by the Forum Council Standards Committee of the Forum on Education Abroad (2011), were first published in 2004 and revised in 2011. These standards stress that study abroad should “foster intercultural understanding, encourage language and/or intercultural communication skills, and encourage student development, including tolerance for ambiguity” (Terzuolo, 2016:41). Terzuolo (2016) acknowledges that the setting of standards does not necessarily infer that these standards will be implemented. This remains the universal challenge for universities in offering study abroad experiences.

From a European perspective, the objectives of achieving programme excellence and attaining standards are evident in the Institute for the International Education of Students (IES) Abroad MAP (Model Assessment Practice) for study abroad, which was

developed in 1999 by IES Abroad, a major USA provider of study abroad opportunities in Europe (Gillespie, Braskamp & Braskamp, 1999). The fifth edition of the IES MAP was published in 2011. With respect to student learning and intercultural development, it offers the following overall guidelines:

The development of students' intellectual abilities is the foremost concern in an academic program—critical thinking skills, growth as independent learners, knowledge and use of the host language. In a program of study abroad, the development of intercultural understanding is also significant, and desired outcomes in this category direct both the curriculum and co-curriculum. Emphasis is placed on students' acquiring adaptive skills to facilitate their immersion in their host country and support them in further study or work abroad (IES Abroad, 2011a:8).

Short-term study abroad opportunities such as summer schools, which is the focus of this study, entail programmes which are between two and five weeks in length. This is thus a short, high impact opportunity in which students can develop different elements of competencies. Students can develop skills during a study abroad experience that cannot be taught through theory, but that need to be experienced together with others and reflected upon (experiential learning). During a summer school, students from various backgrounds and nationalities come together to have an international experience.

The answer to the question about what constitutes a summer school is not clear cut, as authors differ in their definitions. Terzuolo (2016:66) in his study refers to Mezirow's transformative learning theory, as well as 'common sense', as he puts it, and argues that "the point of study abroad is to put students into an environment different from the one they normally experience, in the expectation they will learn things they otherwise would not. But authors differ markedly over which characteristics of study abroad programs are most apt to produce such learning".

In spite of these differences, it is generally accepted that study abroad "has become one of the most powerful ways to prove to employers that graduates have the skills necessary to become valued members of the workforce" (AIFS Foundation & IIE, 2018:6). This underscores the importance of study abroad. The skills that can be

developed while studying abroad are important for students when entering the workforce, because the workplace is becoming a more globally competitive space. The 21st century workplace requires both soft and hard skills, as identified by American and European researchers (Farrugia & Sanger, 2017). Many of the skills identified by Farrugia and Sanger (2017) for the USA and European contexts could also be relevant to the South African context, and could be incorporated into the competencies that a study abroad opportunity in South Africa could achieve. These competencies are discussed in the next chapter.

2.4 Conclusion

Internationalisation is an important higher education activity. In this chapter I considered different aspects driving internationalisation, as well as the rationale for internationalisation. It is clear from the literature that internationalisation is high on the agenda of most higher education institutions.

The internationalisation of higher education discourse can easily be dominated by international rankings; however, rankings are only one aspect of internationalisation and moreover, it is important to ask what contributes to those rankings.

From the brief literature review of study abroad in this chapter it is clear that study abroad is an important driver of internationalisation. Study abroad experiences afford students personal benefits, but can also contribute to improve an institution's position on university rankings.

In the next chapter I consider the different elements of intercultural competencies that can be developed through these study abroad programmes.

CHAPTER 3

INTERCULTURAL COMPETENCIES

3.1 Introduction

As alluded to in Chapter 2, for students who get a study abroad experience such an internationalisation opportunity has many benefits in the form of the skills and competencies they develop while studying abroad.

In this chapter, I consider some of these skills and competencies. This is done by firstly discussing what 21st century workforce skills are, and how they relate to study abroad. I also consider some examples of intercultural competencies, and then deliberate what intercultural competencies are in relation to Deardorff's framework (Deardorff, 2006; UNESCO, 2013) which forms the conceptual framework for this study.

3.2 21st Century Workforce Skills

Globally the workplace is becoming a more diverse and competitive space, and employers are no longer only taking into account jobseekers' formal qualifications, but also other skills that employees have when entering the workforce. Skills refer to specific abilities that a person needs, and can learn, to perform a task successfully (McNeill, 2020).

In the context of this study it is important to distinguish between skills and competencies. Oates (2003:183) argues that competencies derive from skills, and explains that "[c]ompetence is a product of the interaction of the skills possessed by an individual and the context(s) in which they are (expected to be) operating in". This implies that skills are incorporated into the competencies that a person develops. It is in this sense that these two terms are used in this dissertation.

The 21st century workplace requires both soft and hard skills, as identified by American and European researchers (Farrugia & Sanger 2017:7). Voogt and Roblin (2012) did a comparative analysis of American and European international frameworks for 21st century workplace skills. These frameworks are good indicators of the extent of the research and development work done on 21st century workforce skills, as they include examples from across the world. Some of these are:

- EnGauge 21st century, developed by the Metiri group and the Learning Point Associates to foster 21st century competencies in students, teachers, and administrators (Lemke, 2002). The Metiri group focuses on skills such as diverse group interaction and puts a strong emphasis on 'real-world application' (Bernhardt, 2015). Their online framework highlights essential conditions for the use of technology, and gives a list of 21st century workforce skills that are vital for students to have when entering the workplace.
- Assessment and Teaching of 21st Century Skills (ATCS), developed as part of an international project sponsored by Cisco, Intel and Microsoft. This project aims to provide a model for assessing 21st century skills by giving descriptions of the skills needed. The framework highlights knowledge, skills, attitudes, values and ethics (Binkley, Erstad, Herman, Raizen, Ripley, & Rumble, 2010).
- 21st Century Skills and Competencies for New Millennium Learners, an initiative undertaken by the Organisation for Economic Co-operation and Development (OECD) to provide policy-makers, researchers and educators with orientations for the design of educational policies and practices that address the requirements of learners in the knowledge society. Central to the New Millennium Learners project is the Definition and Selection of Competencies (DeSeCo) programme, specifically launched to develop a conceptual framework for identifying and defining key competencies which serve as a theoretical foundation for the Programme for International Student Assessment (PISA) (OECD, 2005; Rychen, Salganik & McLaughlin, 2003).
- A framework that builds on the outcomes of the OECD DeSeCo programme was developed and approved by the Council of the European Union and the European Parliament. The Key Competencies for Lifelong Learning framework aims to define the key competencies that are necessary for the knowledge society in Europe (Commission for the European Communities, 2008; European Parliament, 2007).

For this study, I focused on the 21st century workforce skills as identified by Farrugia and Sanger (2017), as they strongly relate to the intercultural competencies which I will discuss later in this chapter. Many of the skills identified by Farrugia and Sanger

(2017) for the USA and European contexts could also be relevant to the South African context and could be incorporated into the competencies that a study abroad opportunity in South Africa could achieve. These skills are presented in Table 3.1.

Table 3.1: 21st Century workforce skills

Communication skills	The ability to convey ideas to others through verbal and written means, using clear and effective language that accounts for the audience.
Confidence	The ability to make decisions based on one's own convictions and to trust one's own intuition.
Course or major-related knowledge	Proficiency in one's chosen academic major or course content.
Curiosity	The openness to new experiences and desire to learn.
Flexibility/Adaptability	The ability to adjust one's own behaviour to changing circumstances and to work in ambiguous environments. This skill includes the ability to learn and be teachable.
Intercultural skills	The ability to understand and respect different cultural contexts and viewpoints. This includes an openness to new ideas and ways of thinking.
Interpersonal skills	Having a positive attitude to get along with others and which includes social awareness, the ability to listen, and displaying good etiquette.
Language skills	The ability to communicate in spoken and written form in a language other than English.
Leadership	The ability to leverage the strengths of others to achieve common goals; to use interpersonal skills to coach and develop others; to assess and manage one's own emotions and those of others; to use empathetic skills to

	guide and motivate; and to organise, prioritise and delegate work.
Problem-solving skills	The ability to identify work-related problems; to analyse problems in a systematic but timely manner; to draw correct and realistic conclusions based on data and information; and to accurately assess the root cause before moving to solutions.
Self-awareness	The ability to self-reflect and understand one's own strengths and weaknesses.
Teamwork	The ability to collaborate with a diverse team, to work within a team structure, and to negotiate and manage conflict.
Technical/computer software skills	The ability to select and use appropriate technology to accomplish a given task, or to apply computing skills to solve problems.
Tolerance for ambiguity	The ability to be comfortable with uncertainty, unpredictability, conflicting directions, and multiple demands. In essence, tolerance for ambiguity is manifest in a person's ability to operate effectively in an uncertain environment.
Work ethic	Demonstrating personal accountability and effective work habits, e.g. punctuality, working productively with others, time workload management, and understanding the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behaviour, acts responsibly with the interests of the larger community in mind and is able to learn from his/her mistakes.

Source: Farrugia & Sanger (2017:7)

The Study Abroad White Paper (AIFS Foundation & IIE, 2018), which forms part of the Global Education Research Reports supported by the American Institute of Foreign Studies (AIFS) Foundation and the Institute of International Education (IIE), reports on the impact that study abroad had on students in developing the workforce skills as outlined by Farrugia and Sanger (2017). The Study Abroad White Paper organises these skills into three categories: intrapersonal competencies, cognitive competencies, and interpersonal competencies:

a) Intrapersonal competencies:

- Intercultural skills
- Flexibility/Adaptability
- Self-awareness
- Tolerance for ambiguity

b) Cognitive competencies:

- Curiosity
- Confidence
- Problem-solving skills
- Language skills
- Course or major-related knowledge

c) Interpersonal competencies:

- Interpersonal skills
- Language skills

One of the key sets of skills that employees will increasingly need in future is intercultural skills, as the workplace in the 21st century is becoming more multicultural and diverse in nature. The 21st century workforce skills, as identified by European and American researchers, have been linked to the value of a study abroad experience in the European and American context (Voogt & Roblin, 2012). In a different part of the world, Potts (2015) researched the link between study abroad and early career benefits of recent graduates in the Australian higher education sector, and reported significant early career benefits and the development of work skills from study abroad experiences. This example from the Australian higher education sector further

underscores the importance of study abroad for the development of these workforce skills.

3.3 Intercultural competencies

Intrapersonal, cognitive and interpersonal competencies outlined above are all important for the holistic development of well-rounded graduates. Yet, in a globalised context characterised by increasing diversity across all societies, the need to be culturally sensitive seems to be gaining prominence. This suggests that students need to specifically develop intercultural skills.

When Deardorff (2006) interviewed various scholars on their definitions of intercultural competencies, she found that there was a variety of definitions and that the concept is often used without a concrete characterisation. Odağ, Wallin and Kedzior (2016) agree that intercultural competence is a complex term, and even the way students define it, compared to intercultural scholars, can significantly differ. In addition, many different models of intercultural competencies exist, according to Spitzberg and Changnon (2009) more than 20 such models have been developed.

The Organisation for Economic Co-operation and Development (OECD) is an international organisation that creates policies together with governments and other organisations to establish evidence-based international standards. In 2018 the OECD developed a global competence framework called the Programme for International Student Assessment (PISA) which will soon be the main global educational instrument to assess intercultural competencies (OECD, 2018).

In Germany, intercultural competence is conceptualised differently in a growth approach and an efficiency approach. The aim of intercultural competence in the efficiency approach is to make intercultural communication more efficient, while the aim of the growth approach is to foster growth and development (Moosmüller & Schönhuth, 2009). Moosmüller and Schönhuth (2009:210) describe the German discourse on intercultural competence as “characterised by critical reasoning, the attempt to integrate systemic aspects and the tendency to prefer the growth approach over the efficiency approach”. Intercultural competence comprises of four areas, as listed by Moosmüller and Schönhuth (2009:210):

- Social competence (communication skills, cooperation skills, conflict resolution skills, empathy skills);

- Method competence (analytical skills, creativity, willingness to learn, rhetorical skills);
- Self-competence (productivity, capability, motivation, flexibility, reliability, independence, adaptability, stress resistance);
- Action competence (yielded by the three aforementioned competencies).

According to Rosier (2020) from Nuffic in the Netherlands, intercultural competencies refer to students having the knowledge, attitudes and skills that enable them to interact successfully with people from diverse (linguistic and cultural) backgrounds. Rosier (2020) further argues that international competencies are key to learning, living and working in an intercultural society and an international labour market.

The three categories of intercultural competencies, according to Rosier (2020:2), are:

a) Knowledge

- Knowledge of foreign languages
- General and specific knowledge of cultures
- Knowledge of communication styles
- Knowledge of identities, stereotypes, discrimination and racism

b) Attitudes

- Open-mindedness
- Respect
- Tolerance
- Interest in different perspectives
- Engagement with other people and topics

c) Skills

- Perspective-taking skills
- Listening, observation and interpretation skills
- Mediating and relating skills
- Managing differences and conflict
- Intercultural relationship-building and networking skills
- Ability to deal with uncertainty and ambiguity

- Metacommunication skills (communicating about communication).

In their study on the USA, Hunter, White and Godbey (2006) found that to understand intercultural competence, one needs to first understand one's own cultural norms in order to recognise cultural differences. Hunter *et al.* (2006:277) define intercultural competence as "having an open mind while actively seeking to understand cultural norms and expectations of others, leveraging this gained knowledge to interact, communicate and work effectively outside one's environment".

Fantini (2000), in another USA study, concluded that an understanding of intercultural competence is needed to be able to develop these competencies. Fantini (2000:27) distinguishes three themes in intercultural competence:

- the ability to develop and maintain relationships;
- the ability to communicate effectively and appropriately with minimal loss or distortion, and
- the ability to attain compliance and obtain cooperation with others.

The interpersonal and intercultural dimensions are thus connected. Fantini (2000:28) subscribes to the following traits of intercultural competence, namely, "respect, empathy, flexibility, patience, interest, curiosity, openness, motivation, a sense of humor, tolerance for ambiguity, and a willingness to suspend judgment, among others".

In the South African context Steyn and Reygan (2017) argue that the normative understandings of intercultural competencies will differ from those in other countries due to the historic context of the country. Both its colonial past and history of privilege and oppression during apartheid influence the South African interpretation of intercultural competencies. Steyn and Reygen (2017:84) identified three tenets that should contextualise the conceptualisation of intercultural competencies in South African higher education institutions:

- It needs to be situated within the critical tradition of communication theory.
- It needs to address Eurocentrism.
- It needs to acknowledge the colonial legacy of South Africa.

Against this background, I now turn to Deardorff's model of intercultural competence which was adopted as the organising framework for this study. Deardorff (2006) developed a visual representation of intercultural competence which replaced long fragmented lists by placing them in a visual framework, namely a pyramid which can be entered at various levels and allows for different degrees of competence. The pyramid model makes provision for both general and specific definitions of intercultural competence, and specifies the requisite intercultural attitudes, knowledge and understanding, and the skills that would lead to the desired internal and external outcomes.

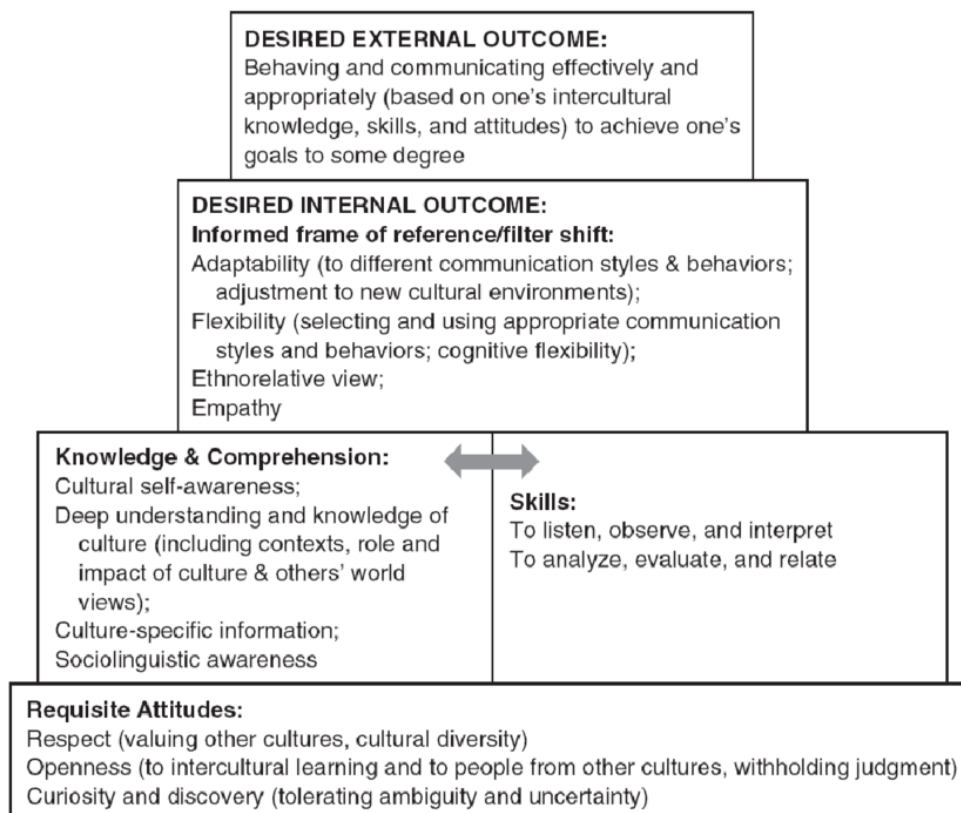


Figure 3.1: Pyramid model of intercultural competence

Source: Deardorff, 2006:254

In subsequent work, and after researching the work of leading intercultural scholars, Deardorff (2006) adapted the pyramid model of intercultural competence to the Process Model of Intercultural Competence. In this process model she retained the elements of attitudes, knowledge, skills, internal and external outcomes, but added the process through which these elements were developed, as seen in Figure 3.2 below. This forms the research-based model of intercultural competence. Deardorff (2006:257) explains that

this process model of intercultural competence, while containing the same elements as the first pyramid model of intercultural competence, depicts the complexity of acquiring intercultural competence in outlining more of the movement and process orientation that occurs between the various elements. This model denotes movement from the personal level to the interpersonal level (intercultural interaction).

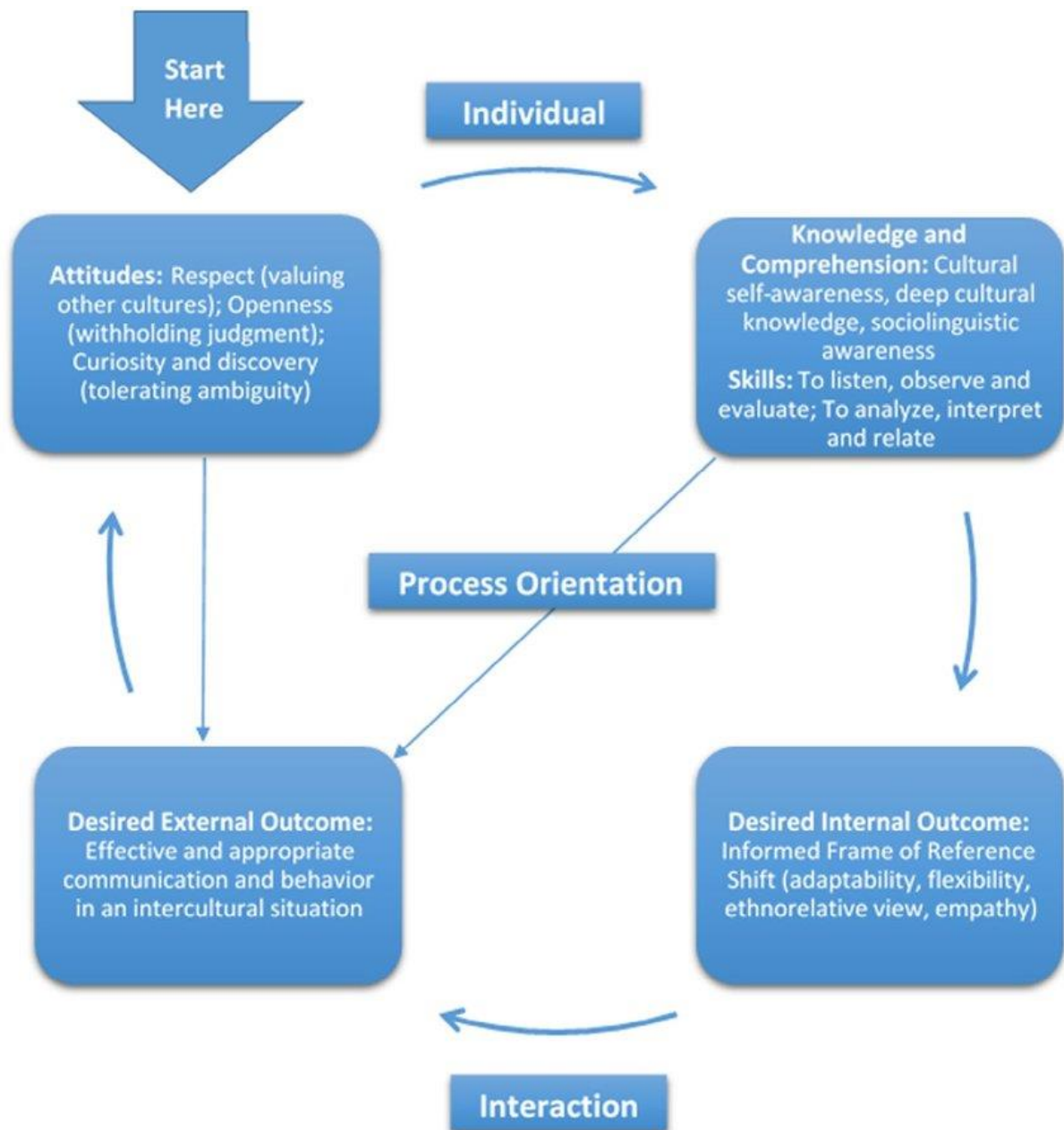


Figure 3.2: Process model of Intercultural competence

Source: Deardorff, 2006

In contrast to the Study Abroad White Paper (AIFS Foundation & IIE, 2018), as discussed above, that refers to intercultural workforce skills that students developed through study abroad, UNESCO broadens the concept of intercultural workforce skills to ‘competencies’ in their conceptual and operational framework for intercultural competencies (Deardorff, 2006; UNESCO, 2013), which was adapted from Deardorff’s (2006) pyramid model of intercultural competence (as seen in Figure 3.1). The UNESCO (2013) publication was a synthesis of regional papers on intercultural competencies, and the elements of intercultural competencies that were identified in this publication are included in Deardorff’s (2006) framework. This is, however, not an exhaustive list. Within this conceptual and operational framework for intercultural competencies, Deardorff identified the following fundamental elements of intercultural competencies (UNESCO, 2013:24):

- Respect (“valuing of others”);
- Self-awareness/identity (“understanding the lens through which we each view the world”);
- Seeing from other perspectives/world views (“both how these perspectives are similar and different”);
- Listening (“engaging in authentic intercultural dialogue”);
- Adaptation (“being able to shift temporarily into another perspective”);
- Relationship building (“forging lasting cross-cultural personal bonds”); and
- Cultural humility (“combines respect with self-awareness”).

This framework developed by Deardorff (Deardorff, 2006; UNESCO, 2013) provides a practical way to consider the different elements of intercultural competencies, which I have used in this study to assess the development of intercultural competencies of students attending the summer school at SU. As seen from the discussion above there are different models of intercultural competencies; however, in this study I decided to follow the Deardorff (Deardorff, 2006; UNESCO, 2013) framework, as this is currently, in my opinion, the leading framework of intercultural competencies. I prioritised the elements that Deardorff highlighted in the UNESCO (2013) publication, although these do not represent the full intercultural competence framework from her 2006 research. According to Terzuolo (2016), the IES Abroad MAP for Study Abroad is another

standard-setting document for study abroad. It was developed in 1999 by IES Abroad, a major provider of study abroad opportunities with the explicit objective of promoting programme excellence (Gillespie, Braskamp & Braskamp, 1999). The fifth edition of the 42 IES MAP was released in 2011.

With respect to student learning and intercultural development, it offers the following overall guidelines:

The development of students' intellectual abilities is the foremost concern in an academic program - critical thinking skills, growth as independent learners, knowledge, and use of the host language. **In a program of study abroad, the development of intercultural understanding is also significant, and desired outcomes in this category direct both the curriculum and co-curriculum. Emphasis is placed on students' acquiring adaptive skills to facilitate their immersion in their host country and support them in further study or work abroad** (IES Abroad, 2011b, 8) (my emphasis).

From the above it is clear that the development of skills and competencies is widely addressed in literature, however, how it is assessed differs. Terzuolo (2018) found that different factors influence intercultural development in study abroad, and that assessing intercultural competence is fairly complex. Bennett (1993) designed the Developmental Model of Intercultural Sensitivity (DMIS), which describes the perspectives and behaviours in the face of cultural differences and outlines the continuous development of cultural awareness, understanding and adjustment. Bennett (2009) further notes that there are multiple terms to convey intercultural competencies from different perspectives. When assessing intercultural competencies these different perspectives of culture are important, as they influence the experience that students have.

3.4 Conclusion

In this chapter I argued that the elements of intercultural competencies are what students should develop during a study abroad experience. The question then arises to what extent study abroad programmes are effective in achieving this. Another question that arises is whether students derive similar value in terms of the development of intercultural competencies from a study abroad experience in South Africa, compared to such an experience in Europe or the USA. This study explored these questions in the context of Stellenbosch University (SU) and looked specifically

at which elements of intercultural competencies were developed by international students during a study abroad experience presented by SU. The study and results will be discussed further in Chapter 6.

CHAPTER 4

CONTEXTUALISING THE STUDY: STELLENBOSCH UNIVERSITY

4.1 Introduction

In the preceding chapters, I discussed study abroad as a co-curricular activity within the internationalisation of higher education, as well as the intercultural competencies related to summer schools abroad. The literature review provided an introduction to the study, and aimed at facilitating the reader's understanding of what the study is about.

Equally significant is the context in which the study is taking place. Seeing that the case study was adopted as research design of this study (see Chapter 5), it is important to provide a thorough introduction to the context of the case. The case in this study is the SUI summer school, and the study is done in the context of Stellenbosch University (SU).

In this chapter, I start off by giving a brief overview of SU, including student numbers and faculties. I then discuss the SU Vision and Strategy and explain how it has developed, and how it differs from the previous institutional vision and mission. This is important as it underpins the development of the institution's Internationalisation Strategy. The development of SU International (SUI) and its purpose, as well as the SU Internationalisation Strategy (2019) and its goals, are then discussed.

Lastly, I describe the case by giving an overview of the SUI summer school that was developed to promote internationalisation at SU. I consider the background, courses and outcomes and how the summer school has developed to what it is today, and list the learning outcomes that now drive all programmes that SUI develops. This contextualisation of the case within SU will facilitate a better understanding of the study and its findings.

4.2 Stellenbosch University: a brief overview

Having been founded as an independent university in 1918, SU celebrated its centenary in 2018. SU is a public university with an enrolment of more than 31 000 students, of which two-thirds are undergraduate and one-third are postgraduate (SU, 2018c). Approximately 3 800 are international students from more than 109 countries.

The institution mainly offers degree programmes in ten faculties, namely: Arts and Social Sciences; Science; Education; Agrisciences; Law; Theology; Economic and Management Sciences; Engineering; Health Sciences, and Military Sciences (SU, 2018c).

As discussed in Chapter 2, one of the factors that could have contributed to the growth of internationalisation in higher education is the phenomenon of global university rankings. SU is currently ranked in the category 251 – 300 on the latest Times Higher Education (THE) World University Rankings for 2021, occupying the third spot among the leading universities in SA (SU, 2020c). In the Academic Ranking of World Universities (ARWU), SU ranks in the category 401 – 500. “SU is managing to consistently feature among the top 1% of universities in the world on all the major university rankings” (SU, 2020c).

According to SU’s Vision 2030, the institution strives to be “inclusive, innovative, and future-focused: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders” (SU, 2013). In addition, Vision 2030 highlights as an aspiration to transform the institution “to be future-fit and globally competitive” (SU, 2013). It is commendable that a university strives to be future focussed, but it is not clear whether this includes internationalisation. Hence, it does not seem that internationalisation was a priority in SU Vision 2030.

At the end of 2018 SU adopted a new vision, Vision 2040, to replace Vision 2030. Vision 2040 anticipates that “Stellenbosch University will be Africa’s leading research-intensive university, globally recognised as excellent, inclusive and innovative, where we advance knowledge in service of society” (SU, 2018a:14). Although this Vision still does not explicitly mention internationalisation, one of the effects of the strategic alignment of SU to the new Vision has been the growing prominence of internationalisation, leading to the development of the SU Internationalisation Strategy (2019) which will be discussed in section 4.3 below.

To give effect to Vision 2040, the Strategic Framework 2019-2024 (SU, 2018a) was also adopted in 2018. The Strategic Framework 2019-2024 lists seven core strategic focus areas. One of these seven focus areas is a transformative student experience. Such a transformative student experience includes students’ in-class and out-of-class experiences, one of which is a study abroad experience. One could surmise that a

study abroad experience would contribute to the students' transformative student experience, as it opens up students' minds to new and different experiences, and therefore contributes to transforming students' thinking.

Graduate attributes have also become an important factor in the core business of a university (Fink, 2003). Graduate attributes are defined (Bowden *et al.*, 2000, cited by Hughes & Barrie, 2010:325) as:

The qualities, skills and understanding a university community agrees its students should develop during their time with the institution. These attributes include but go beyond the disciplinary expertise or technical knowledge that has traditionally formed the core of most university courses. They are qualities that also prepare graduates as agents of social good in an unknown future.

The above definition underscores that universities cannot focus only on the curriculum or in-class dimension of the student experience. Employers expect universities to deliver graduates that are well rounded and have knowledge, skills and attitudes to succeed in the workplace (Clinton & Thomas, 2011; Barrie, 2004). This means that universities have a big responsibility to develop graduate attributes through the curriculum as well as through co-curricular experiences.

The graduate attributes highlighted in SU's Strategy for Teaching and Learning 2017-2021 (SU, 2017:8) include having an enquiring mind, and being an engaged citizen, a dynamic professional and a well-rounded individual. The development of students in both curricular and co-curricular environments to achieve the desired graduate attributes has a prominent place within SU's strategic priorities.

Students attending a study abroad opportunity at SU do not graduate from SU, and therefore there are no explicit expectations for them to acquire these graduate attributes. It is, however, important to note them when determining the competencies that students will acquire during a study abroad experience at SU, as the SU graduate attributes are a driving force behind the planning and implementation of both the curriculum and the co-curriculum at SU.

SU has a large number of inward mobility students, as can be seen from the numbers of international students mentioned above. Outward student mobility remains a challenge, and similar to most other South African universities, SU struggles with

outward mobility. The numbers of students going out are much lower than the students coming in, which is one of the reasons why SUI decided to develop the SUI Summer School, namely to create the opportunity for SU students to engage with international students on campus. The attention will now be turned to how internationalisation is facilitated at SU.

4.3 SU International

Internationalisation has a relatively long history at SU. The Office of International Relations was established in 1993. In 2010 the Office of International Relations became the Postgraduate and International Office. Currently, the division is known as Stellenbosch University International (SUI), and it celebrated its 25th anniversary in 2018. SUI focuses on internationalisation at SU as one of the institutional aspirations guided by Vision 2040 and the Strategic Framework 2019-2024.

Even though SU has had an International Office since 1993, this division was initially mainly seen as having an administrative function. Playing a more strategic and active role to advance internationalisation at the University was challenging, as this mandate has until recently not explicitly been stated in the University's intent and strategy, as highlighted above. An administrative office cannot advance internationalisation at a higher education institution without various forms of institutional support. In Vision 2030, there was no specific mention of internationalisation. Although internationalisation is implied, it was not enough to convince the head of an academic department that internationalisation is a key focus of the university and that it should be part of the department's vision. In addition, SU did not have an internationalisation policy in place.

The lack of an internationalisation policy did not mean that no active internationalisation was happening at SU. One of the primary indicators of internationalisation, namely student mobility (see Chapter 2), has been well established at the university. Annually SU attracts more than 3 800 international students from over 100 different countries, of which 60% are from the rest of Africa. International students account for 13% of the total student body, which is almost double the national average of 7,5% (SU, 2018c).

Professor Wim de Villiers, Rector and Vice-Chancellor of SU, writes in his 2015 annual report (SU, 2015) that:

Internationalisation goes beyond student mobility. It is about incorporating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education. This is becoming more important as globalisation increases the demand for graduates with international competencies, advanced research requires more international cooperation, and the use of information and communication technology blurs national borders.

One example of such an internationalisation initiative is the African Research Universities Alliance (ARUA), which was launched in Dakar in 2015 and of which SU was one of the founding members. The objective of ARUA is to build African research excellence, which is vital in developing the African continent (ARUA, n.d.). This also indicates the importance for SU of advancing internationalisation not only globally, but also on the African continent.

In 2015 Prof. de Villiers also announced a new position in SU's top management, namely that of Vice-Rector: Strategic Initiatives and Internationalisation, to be filled in 2016. "This will help us expand and accelerate our outward-looking momentum" (SU, 2015).

During 2016 the new Vice-Rector: Strategic Initiatives and Internationalisation was appointed. This was a major shift for the university. Suddenly the internationalisation agenda was on the table at high-level meetings, including the Rector's Management Team and the University Council. The advantage of this top management position will be seen in the years to come as the silos that many large universities struggle with will hopefully get broken down. The 'silo effect', as described by Paullin (2016), refers to university departments and divisions working in silos and being unaware of developments, ideas and strategies being implemented by other departments or divisions. Paullin (2016) agrees that an international office can act as a driver for internationalisation at a university, but if internationalisation is not incorporated into the vision of the university and the day-to-day operations of every division, advancing internationalisation at the institution will not be successful.

One of the implications of the appointment of the new Vice-Rector at SU was that there had to be a restructuring of the Postgraduate and International Office, with the two functions of postgraduate support and internationalisation being separated, leading to the establishment of SUI.

The purpose of SUI is described as follows (SU, 2020a):

1. to develop and implement SU's strategic plan to internationalise the University and its core business of research, learning and teaching as well as social impact;
2. to form sustainable and meaningful alliances and partnerships to support SU's academic project;
3. to enhance SU's existing support services to promote global engagement on campus, in the local community, the region, and Africa and beyond;
4. to incorporate an element of global engagement into the student experience at SU, promoting the idea of internationalisation-at-home; and
5. to help develop scholarship in Africa.

This purpose of SUI indicates the move to an internationalised university. There is also a strong emphasis on Africa. This is exemplified in the SUI office slogan of 'Rooted in Africa, Global in Reach'. The advancement of higher education studies in Africa will thus also benefit from this new direction at SU, with it being more accessible to students from the rest of Africa.

The approach of SU, as outlined by the Vice-Rector: Strategic Initiatives and Internationalisation (Klopper 2017), is to contribute to achieving institutional strategic objectives with regard to positioning SU as a new African University. SUI will support all the faculties where internationalisation related activities are primarily seated and will operate within a network of all support service divisions at the university. SUI does this by supporting faculties to look at their existing processes and systems, and to identify ways in which an international and intercultural dimension can be added. According to Klopper (2017), SU aims to integrate and align campus internationalisation support structures so that there is consistent comprehensive internationalisation happening across SU in all the divisions.

Robert Kotze, Senior Director: SUI, argues that "defining internationalisation as comprehensive implies that it is an *institutional* imperative that should influence all aspects of campus life and that this commitment and these actions should be embraced by institutional leadership, faculties, students and all academic service and support units" (Kotze, 2019). Kotze makes it clear that internationalisation is a team effort, and that the whole institution should be on board.

The SU Internationalisation Strategy (2019), aimed at addressing areas that are lacking in terms of the institutional and national policies of internationalisation, was recently approved. In the Strategy, internationalisation is defined as an intentional commitment to integrating an international, intercultural and global dimension into all activities of SU for all SU students and staff in order to advance the quality of education (SU, 2019). The goals and objectives of the Internationalisation Strategy (2019:9-11) align with this commitment:

Goal 1: SU mainstreams internationalisation across all activities, functions and policies.

Goal 2: SU is a research-intensive university in and for Africa with a global reach.

Goal 3: SU shares and complements the SU knowledge offering through international collaborative learning and teaching programmes.

Goal 4: SU cultivates close relationships with its international stakeholders through functional engagement, active collaboration and mutually beneficial, complementary, reciprocal and transformational partnerships.

Goal 5: SU welcomes international students, enhances in- and outbound student mobility programmes and ensures a transformative student experience for international and domestic students to cultivate 21st-century citizens.

Goal 6: SU creates an environment for staff and postdoctoral fellows to develop and expand their international awareness and networks and to attract high-performing international staff and researchers for short- or long-term involvement in all programmes.

Goal 7: SU intentionally promotes the international reputation of SU through targeted international communication, marketing and branding strategies.

Goal 8: SU actively encourages innovation, entrepreneurship and technology transfer activities internationally.

The concept note that was used in preparation of the Strategy states that SU needs to acknowledge “the social justice imperative as well as the need to identify and satisfy

the competencies demanded within a globalised context” (SU 2018b:5). This is indicative of the value attached by the institution to the intercultural competencies that students need to develop. One way in which the development of intercultural competencies can be achieved is through attending a summer school.

4.4 SUI Summer School

It is clear from the preceding paragraphs that the various international students on the SU campuses are a valuable international cultural resource. SUI uses this resource to educate SU students about global issues such as peace and reconciliation, migration, the environment, inequality and poverty and enabling them to engage with their multicultural peers to find creative solutions for challenges facing the world, Africa, South Africa and local communities.

The SUI leadership and staff are committed to promoting the notion of ‘internationalisation at home’ through various projects. Many of these projects aim to advance the idea of being a global citizen, but the question remained whether sufficient spaces for students to engage meaningfully were being created. This is one of the reasons for the development of the SUI summer school idea.

SU has been presenting an annual summer school during June and July since 2001 through the former International Office. Students from abroad who attend the summer school at SU attain academic credits, which are transferred back to their home institution. In addition, they acquire, to a greater or lesser extent, intercultural competencies which should be recognised in some way. During the past five years, the summer school was attended by approximately 400 students from 18 different countries. This is a broad mix of different cultures, and the development of many of the elements of intercultural competencies, as outlined by Deardorff (Deardorff, 2006; UNESCO, 2013) (see Chapter 3), applies to the summer school programme.

Each of the summer school courses is presented over a one-week period, which includes five full days of teaching. Students can earn eight SU credits, which are equal to two USA credits and which can be transferred to a student’s home institution. Each US credit is equivalent to 15 course hours. This means that students need to spend 30 hours working on course content, whether in class, or preparing for group work, or working individually. Currently there are 17 courses presented from a variety of

academic disciplines and themes. The courses all have a South African element to them, in the sense that they are focused on content relevant to the country. The course content is theory-based, which is amplified by field trips to explore the content that is discussed in class.

The summer school period is linked to the SU academic calendar and cannot be extended due to the SU semester starting the week after the summer school has finished. The summer school is thus presented during the SU semester holiday period so that students from across the world can attend. SU students are given bursaries to attend the courses together with the international students, and to allow the international students to engage with the South African SU students during their study abroad opportunity. The SUI summer school is aimed at bringing South African and international students together through a socially and culturally enlightening experience that is both informative and fun. Students have the opportunity to explore the different cultural aspects of South African history through interactive cultural activities and courses.

Seven global student learning outcomes have been identified which SUI (SU, 2020b) aims at developing through its programmes:

- Students will gain increased knowledge about global issues.
- Students will critically reflect on their cultural background to understand how their perspectives inform and limit their knowledge.
- Students will demonstrate respect for diversity by adopting multiple perspectives on complex issues.
- Students will understand that their actions impact communities locally and globally.
- Students will demonstrate a values-based approach to creating positive change.
- Students will develop their professional skills and competencies in cross-cultural settings.
- Students will continuously develop and apply their global learning across multiple contexts.

The summer school endeavours to give the students an opportunity to engage, question, understand and reflect on their experiences in the courses. In this way, the experiential learning theory of Kolb (1984) provides a solid theoretical foundation for the learning experience (Mcleod, 2010).

One of the distinguishing characteristics of the courses is that they are part of an international summer school. As mentioned above, students from around 18 different countries annually participate in the summer school. With students from different nationalities together in one class, the learning environment is further enriched, as Joy and Kolb (2009) argue that students from different nationalities and cultural backgrounds learn differently. Their study, using the Kolb Learning Style Inventory which is an instrument that is “designed to measure the degree to which individuals display different learning styles” (Joy & Kolb, 2009:6), shows that there is a relationship between culture and learning styles. Students are also not all in the same year of study, and a background in the discipline that is being taught is not a pre-requisite. Students from different disciplines thus partake in the courses, each with their own unique way of thinking about the topic (Montgomery & Groat, 1998:1).

Each summer school course has outcomes that it aims to achieve and that are linked to the theme of the course. These outcomes need to be aligned with the seven global student learning outcomes, mentioned above, that were developed in 2020. Some of the course outcomes still need to be adjusted to suit these global outcomes; however, the majority of the course outcomes are already aligned. An example of the outcomes of one of the courses is that, upon completion of the course, students should be able to:

- 1) articulate the complex interaction of various issues affecting education, development, and community engagement in the global system;
- 2) critically and self-reflectively situate themselves as a part of the above system;
- 3) apply theoretical knowledge to practical concerns, and creatively address any gaps that may arise;
- 4) work closely with a knowledge partner in mutually beneficial ways;
- 5) show enhanced sensitivity to cultural differences and the ability to navigate those differences; and

6) work as an interdisciplinary team.

The summer school is situated at the intersection between international education, community engagement and development education. Using a trans-disciplinary approach, it aims to harness students' critical self-reflective capacity to engage with contemporary global issues in a local context. Students are exposed to different concepts, academic fields, theories and methodologies. The explicit goal of the summer school is to allow for deeper engagement (including at a practical level) with issues that affect South Africa and the world. This study will shed more light on the extent to which the summer school is effective in realising the above.

4.5 Conclusion

In this chapter, I attempted to demonstrate that internationalisation is an important component of SU's strategy and vision. It has received a more prominent place in the University through the development of an appropriate strategy and the appointment of key management staff.

SUI has played a significant role in these developments, and the new internationalisation strategy will open new opportunities in the future. This strategy aligns with the goal to integrate internationalisation into all aspects of SU.

I lastly considered the SUI summer school, which is in line with the global learning outcomes that SUI has developed for all their programmes. I described how the courses are put together, and how students participate in these courses. I touched on the learning outcomes that students develop, and the specific outcomes that the SUI summer school aims to achieve. The SUI summer school is discussed in more detail in Chapter 6 when analysing the data that I collected pertaining to this summer school.

CHAPTER 5

RESEARCH METHODOLOGY

5.1 Introduction

In this chapter, I focus on the research methodology used to explore the elements of intercultural competencies that students have developed while attending a summer school at Stellenbosch University (SU). The exposition of the research methodology explains the approach and different tools that were used to gather, analyse and interpret the data.

This chapter includes an overview of the research paradigm and approach, the research design, how participants were selected, and how the data was collected and analysed.

5.2 Research paradigm

According to Ramani and Mann (2015:1), research paradigm refers to the views that guide the research and how “the reality is viewed by a researcher”. It is the lens the researcher uses to look at the phenomenon that is being investigated.

Many different paradigms exist in social science research, of which the most common are positivism, interpretivism and pragmatism. New paradigms are constantly emerging.

The positivist paradigm is commonly used to prove or disprove a hypothesis. It usually involves large sample sizes and uses quantitative research methods to gather numerical data. Taylor and Medina (2011:3) describe positivism as a paradigm that “strives to investigate, confirm, and predict law-like patterns of behavior, and is commonly used in graduate research to test theories or hypotheses”. The positivist researcher sees him/herself as an external entity and controller of the research process. This paradigm is not regarded as appropriate for this study, as I did not want to test specific theories or hypotheses.

Pragmatism as a paradigm accepts that there are multiple realities that can be examined through empirical investigation and has as its main aim solving practical problems in the ‘real world’ (Feilzer, 2010). According to Morgan (2014), pragmatism does not only focus on the *how* to aspect of research, but places a stronger focus on *why* to do research in a specific way. Morgan (2014) argues that every researcher has

different experiences when it comes to research, and that those experiences will lead to different beliefs and ways of doing research. The researcher in the pragmatist paradigm thus aims to understand the research question in terms of its practical outcome. Plowright (2016) posits that the connection between action and thought is one of the pragmatist paradigm's defining characteristics.

The data collection and data analysis methods of this paradigm, which often uses a mixed-method research design incorporating quantitative as well as qualitative data, was not appropriate for this study, as my aim with the study was not primarily to solve a practical problem, nor did I foresee gathering both quantitative and qualitative data.

The paradigm I worked from for this study was interpretivism. Jansen (2007) describes the focus of the interpretivist paradigm as the meaning individuals assign to their experiences. Goldkuhl (2012:5) argues that the subjective meanings of people are essential in the interpretivist paradigm and that we need to “acknowledge their existence, to reconstruct them, to understand them”.

According to Thanh and Thanh (2015), interpretivists are inclusive and do not see only one correct answer. They accept multiple viewpoints from different groups or individuals, and through those different viewpoints they approach the reality of their research. Interpretivists thus do not give preference to methods of data collection that offer objective or precise information, such as quantitative methods, but more commonly work with qualitative data.

The interpretivist paradigm was appropriate for this study as I investigated the experiences of individual students while studying abroad. The participants' interpretation of their experience and ensuing personal growth form the backbone of this study. The narrative nature of the data was well suited to the interpretivist paradigm, and also determined the research approach.

5.3 Research approach

Walker (1997) posits that choosing the correct research approach is important to be able to answer the research question. The research approach refers to the specific techniques and types of data collection and analysis (Creswell, 2003).

Mack, Woodsong, MacQueen, Guest and Namey (2005) distinguish between qualitative and quantitative research approaches. Quantitative research is focussed on

numbers and calculations, and measures and describes occurrences. Quantitative research is described by Cresswell (2003) as collecting numerical data by using surveys and instruments that deliver data that can be statistically analysed. Structured data collection instruments such as closed-ended questionnaires, surveys and structured observations are used to collect data, and findings can easily be presented, summarised and compared.

Qualitative research seeks to explore phenomena that are concerned with gaining insights and understanding of underlying reasons and motivations. The data collection instruments are more flexible and include semi-structured methods such as interviews, focus groups and participant observations (Mack *et al.*, 2005).

It is noted that “qualitative methods are often regarded as providing rich data about real-life people and situations and being more able to make sense of behavior and to understand behavior within its wider context. However, qualitative research is often criticised for lacking generalizability, being too reliant on the subjective interpretations of researchers, and being incapable of replication by subsequent researchers” (De Vaus, 2002:5). Qualitative studies thus primarily use non-quantifiable data such as words and text.

This study adopted a qualitative research approach. Mack *et al.* (2005) advise that this approach is flexible and allows for the use of data in a textual format, such as the blogs that I analysed, and of semi-structured data collection instruments, such as the follow-up interviews that I conducted. The qualitative research approach thus gave the researcher the flexibility to interpret and reinterpret the data as themes emerged. The qualitative data hence represented the views and opinions of the research participants which were interpreted by me as the researcher to come to the findings of the research project.

5.4 Research design

Case study was used as the research design in this study. This design was appropriate as it allowed me to understand the case within the context, and to give a holistic picture of the phenomenon within the case (Rule & John, 2011). Case study is used when a phenomenon cannot be considered without the context (Baxter & Jack, 2008). Case study is defined as an empirical inquiry that “investigates a contemporary phenomenon in depth and within its real-life context” (Yin, 2009:18; see also Rule & John, 2011).

In case study research it is important not to attempt to answer a question that is too broad, and therefore I needed to carefully delineate the case (Baxter & Jack, 2008). Baxter and Jack (2008) posit that the case can be bound (a) by time and place (Creswell, 2003); (b) time and activity (Stake, 1995); and (c) by definition and context (Miles & Huberman, 1994). In this study, the approach of Miles and Huberman (1994) of binding the case by definition and context was used. This means that in this study the case is defined as the SUI summer school, which is bound by the context of SU.

The context in this study is SU as a South African higher education institution. The case was the SUI Summer School, and the unit of analysis within the case was the participating students' experiences, perspectives and reflections. The focus within the case was the development of the different elements of intercultural competencies. With this design, I was able to provide in-depth answers to the research questions. This was an exploratory case study as described by Yin (2009), as I attempted not only to explore how the elements of intercultural competencies were developed through the SUI Summer School, but I was also testing existing theory and generating new theory. Through this, I aimed to determine what the students' real-life experiences were, which would not have been possible by using a survey (Yin, 2003). This was a single case study design, as the study specifically examined the SUI summer school as the case to determine the elements of intercultural competencies that students developed during the summer school. I believe this case is unique within the South African context (Rule & John, 2011; Yin, 2009). Multiple cases within the context of other higher education institutions in South Africa were too broad for the study, and thus other cases were not investigated.

5.5 Data collection and data analysis

The research question in this study drove the research methods. The discussion above about the case study as research design alludes to the SUI summer school as the case and the experiences, perspectives and reflections of participating students as the unit of analysis in the case, and therefore I needed to involve previous participants of the summer school.

The data collection in the study was done in two phases. The first phase involved the blog analysis and the second phase the follow-up individual interviews. This meant that I, as coordinator of the summer school, had control over which students partook in the study. The target population consisted of all international students who had attended

the SUI summer school from 2013 to 2019 (n=595). I used non-probability sampling as only some of the target population wrote blogs, and the sample of the target population was selected for the specific purpose of analysing the participants' blogs, from the pre-determined group of students who had written blogs.

Data collection for Phase 1 involved finding students who, in the past five years, had written blogs on their summer school experiences upon their return home, and contacting them for permission to use the content of their blogs in my analysis. I thus searched the web and invited former students to send me the links to the blogs that they had written. In Phase 1 the study participants were thus students who had already written blogs (n=10).

Blogging can be described as the offspring of personal webpages and user-generated content (Haferkamp & Kramer, 2008; Webb & Wang, 2013), and is regarded as a powerful medium of communication and a new way of personal expression (Webb & Wang, 2013). Lee (2011) believes that blogging fosters self-expression and self-reflection by allowing students to regulate, reflect on and understand their own learning. Blogging is done for a wider audience and when students blog they are more expressive, as they are not writing the content for assessment by a sole instructor (Lee, 2011). Blogging allows the students the opportunity to practise critical reflection.

Data collection in Phase 2 involved individual interviews which were conducted according to an interview protocol.

Purposive sampling was done because of the students' experience in relation to the case (Rule & John, 2011). This gave me the opportunity to verify whether the themes and possible elements of the intercultural competencies identified was a true reflection of what the students experienced during their study abroad. I then further explored some of the themes that were identified by using snowball sampling (Rule & John, 2011) to interview students who wrote the blogs to explore the themes emerging from the blogs more deeply as well as with other students who had participated in the summer schools, but who had not written blogs. I started with students whose contact details I had, and then students who participated in interviews referred me to other students by providing updated contact information. I deemed these follow-up interviews necessary to further explore my initial findings.

As mentioned above, some of the students who wrote blogs were interviewed, but other students who had attended the summer school and who did not write blogs were

also interviewed to compare their experiences with those expressed in the blogs. This was done by approaching the 2018 and 2019 cohorts of students to enquire whether they would be willing to do an interview on their experiences attending the summer school. I decided to only approach the students of the past two years, as the reflections of students from earlier cohorts might have been influenced by experiences they have had since their participation in the summer school.

A total of 35 (n=35) individual follow-up interviews were arranged with students who had written blogs, and further students who did not write blogs, as discussed above, some face to face, and some via electronic communication platforms. An interview guide was prepared in advance to guide the questions and structure of the interviews. The interview protocol consisted of four open-ended questions. After giving students an overview of the intercultural competencies by Deardorff (Deardorff, 2006; UNESCO, 2013), the following questions were asked:

- 1) Which elements of intercultural competencies do you think you have developed during your summer school at SU? Please elaborate.
- 2) Have you attended another summer school abroad in the USA or Europe?
If so, how did the SUI summer school experience differ - with regard to the intercultural competencies - compared to that in Europe or the USA?
- 3) What value did the (South) African (SU) context add to the summer school experience, if any?
- 4) What was your biggest takeaway or lesson learned from attending the SUI summer school?

The duration of the interviews differed, based on how much each participant wanted to share. The average interview lasted about ten minutes. The interviews were recorded and the recordings were then transcribed.

Phase 2 attempted to gain deeper insight into the elements of intercultural competencies that the participants believed they had developed, and to compare this with what I concluded from the blog analysis.

I used an inductive approach to read and analyse the blogs through thematic content analysis (Webb & Wang, 2013; Kim & Kuljis, 2010), and conventional content analysis

(Hsieh & Shannon, 2005) to ensure that the themes emerge from the data rather than from imposing categories on the data.

I read the blogs, coded them and then grouped the codes in different categories according to the themes that emerged. I then used the themes that emerged from the data to conduct purposive follow-up interviews via skype with some of the students who wrote the blogs to explore the themes emerging from the blogs more deeply.

The interview data was transcribed, and the qualitative data was coded in the same manner as was done with the data from the blogs. The coding was done manually by reading through the blogs and the interview transcripts a few times. The codes that were applied were any references to intercultural competencies, as discussed in the literature review in Chapter 3. I then grouped the codes in the different elements of intercultural competencies to identify any correlations. These themes were thus compared to the elements of intercultural competencies.

5.6 Trustworthiness of the research

Shenton (2004) posits that in qualitative research, the trustworthiness of the research is often questioned, particularly by researchers working in a positivist paradigm with quantitative data, for whom the validity and reliability of their studies are paramount. However, these traditional measures of the quality of research findings are not appropriate for qualitative data (Curtin & Fossey, 2007). Hence, Guba (1981) proposes four criteria with which the trustworthiness of a qualitative research study can be ensured. With these criteria Guba (1981) replaces the criteria used by the positivist investigator, and proposes that credibility is pursued instead of internal validity, transferability replaces external validity, dependability is sought instead of reliability and confirmability is preferred to objectivity.

To ensure trustworthiness of a study, and accurately portray the research, credibility is an important factor to take into account (Lincoln and Guba, 1985; Shenton, 2004). Credibility in this study was promoted through the use of a well-established research design (case study) and methods of data analysis (content analysis), different sources of data, an investigator who is experienced in the field, and the examination of previous research findings (Shenton, 2004).

In the study I used data collection and data analysis methods that have been used successfully in other case studies. Content analysis is a well-established method to analyse qualitative data and in the thesis I provided 'thick' descriptions (Curtin & Fossey, 2007; Tracy, 2010) in the form of verbatim quotations of the participating students to illustrate my findings. These verbatim quotations are used to further exemplify my interpretations of the students' experiences (Williams & Morrow, 2009). All of this contributes to the credibility of the study. I further made use of snowball sampling of students for the follow-up interviews to ensure that there was no bias in the selection of the students to be interviewed.

Shenton (2004) describes various tactics that can be used to ensure honesty of research participants. In this study I used the approved interview protocol (Addendum C) which consisted of the same set of questions for all students who were interviewed. The ethical approval (Addendum A), as well as the consent form (Addendum D) gave students the opportunity to refuse to participate in the study, and this ensured that only students who were willing to participate in the study and data collection were interviewed. The students also had the right to withdraw at any point. As the interviews were conducted after the students partook in the summer school, it was made clear to them that my position as the coordinator of the summer school should not influence their responses and students were thus encouraged to be open and honest from the start.

My background and experience with the summer school as the coordinator of the school for the past nine years also contributed to the credibility of the study. Patton (1990) states that the credibility of the researcher in qualitative research is important as they are the main instrument of data collection and analysis.

The last contribution to the credibility of the study was the examination of previous research findings. This was done by comparing my research findings (Chapter 6) with findings of previous studies in the existing body of knowledge (Chapter 3).

A further way in which I ensured the trustworthiness of the study was through transferability. Shenton (2004) posits that to ensure transferability it needs to be evident how the results of the study could be applied to other situations outside of the current context (see also Tracy, 2010). In this study the context was Stellenbosch

University (SU) as a South African higher education institution, but the study could relatively easily be replicated at other South African higher education institutions (see Chapter 7). I gave a thorough in-depth description of the context of the case and the case itself, in this case the SUI summer school in the context of SU, so that readers can compare the SUI summer school with their own summer schools at different SA higher education institutions.

Researchers working in a positivist paradigm aim to prove the reliability of their research by showing that if the same context, methods and participants were used, the same results will be achieved (Shenton, 2004). This view is, however, problematic due to the changing nature of lived realities that are often the object of qualitative research and the understanding that the researcher's observations are made in a specific period of time (Fidel, 1993; Marshall and Rossman, 1999; Florio-Ruane, 1991). Dependability is thus sought instead of reliability (Guba, 1981). Shenton (2004) posits that to ensure dependability a future researcher must be able to repeat the study, even though the goal is not to get the same results. This relates to the transferability of the findings, so that the reader can determine if the findings can be applied to their contexts (Curtin & Fossey, 2007). For that reason the processes that were followed in the study should be set out in detail (Krefting (1991). This includes the research design and its implementation, the detailed description of the data collection methods, data analysis, and an evaluation of the effectiveness of the methods undertaken (Higgs, 2001; Shenton, 2004; Tracy 2010). In this study (Chapter 5) I included a clear description of the research design, data collection methods, and how I analysed the data. I addressed the effectiveness of the methods used by discussing the limitations to the study (Chapter 7). Through these discussions I have sought to set out the processes followed in this study to ensure the dependability of the study.

The final criterion for trustworthiness as set out by Guba (1981) is the confirmability of the study. The concept of confirmability is preferred to objectivity, and the goal is to ensure that the findings of the study are as far as possible a reflection of the participants' experiences and ideas, and not those of the researcher; this can be achieved by taking steps to ensure that this reflection is not biased (Shenton, 2004; Tracy, 2010; Williams & Morrow, 2009). To achieve this I provided 'thick' descriptions (Curtin & Fossey, 2007) in the form of verbatim quotations (Williams & Morrow, 2009) of the participating students to illustrate my findings, as mentioned above. Miles and

Huberman (1994) indicate that the researcher further needs to admit his own predispositions in order to strengthen confirmability. In this study I explained (Chapter 5) the reason for choosing the specific research design of case study, above other research designs, and I also discussed the limitations to the study, my beliefs and assumptions (Chapter 7), where I highlighted the weakness of this study, and therefore conceded that there were areas for improvement.

The trustworthiness of the study was considered when the study was conceptualised and throughout the process steps were taken to ensure the credibility, transferability, dependability and confirmability of the research.

5.7 Ethical considerations

I ensured that all ethical considerations, as determined by SU, were adhered to. The research proposal was approved by the MPhil Proposal Committee of the Centre for Higher and Adult Education in the Department of Curriculum Studies. Ethical clearance for the study was given by the SU Research Ethics Committee (Humaniora), and institutional permission was granted by the Division for Institutional Research and Planning, as the research involved SU international students.

The study was viewed as a low-risk study, as the blogs of students who had attended the summer school that were available online were analysed, and the students' identities were protected by using pseudonyms in my reporting. This would ensure anonymity, and no information could be traced back to the participants. No reference is made to the name or nationalities of the students in the study. All participation in the study was voluntary and the participants were informed of the aim and scope of the study. The students completed a consent form permitting me to use the content of their published blogs. The students also gave consent to be contacted for follow-up interviews if deemed necessary, and then had the right to withdraw from the study at any stage.

5.8 Position of the researcher

I had to separate my position as a researcher from the position of the coordinator who organises the summer school. This was made clear to the students in the interview protocol and the consent forms participants had to sign. I took every possible precaution to ensure that I did not use my position as coordinator of the summer school

to influence the outcome of the study, for example, by using verbatim quotations from the observations and reflections of the participants.

Participants had already attended the summer schools, and participation in this study would not affect the participants in any way. This was important as the participants would then be willing to share their observations openly and truthfully without being intimidated by me as the researcher. The outcome of the study will in no way benefit me, but it could be used to further enhance the offering of the summer school at SU.

5.9 Conclusion

This chapter provided a detailed overview of the approach and methods that were followed in the study. It provided details on the research paradigm, research approach and research design. The chapter further outlined how the data was collected and analysed. It concluded with a discussion of the ethical considerations that were followed during the study as well as the position of the researcher.

The research approach was instrumental in ensuring that the data collected from the participants reflected their experiences and the learning that they had undergone during their study abroad experience.

The next chapter (Chapter 6) discusses the findings from the data analysis as described in this chapter.

CHAPTER 6

DATA ANALYSIS AND FINDINGS

6.1 Introduction

Whereas I discussed my data collection and analysis methods in Chapter 5, in this chapter I analyse, present and group the data collected into the different findings. I briefly describe the two phases of data collection that followed each other, and explain the different sources of the data.

The most important part of this chapter is the discussion of the findings. The findings are discussed and interpreted in relation to the theory on intercultural competencies that was presented in Chapter 3. The intercultural competencies, as identified by Deardorff (2013), are discussed individually and the data confirming the development of each competence is presented. This analysis then leads to the identification of the unique elements of intercultural competencies which students developed during the Stellenbosch University (SU) short-term study abroad opportunity, as outlined in Chapter 4, with a particular focus on the experiences of the participants concerning the development of their workforce skills. In the last chapter (Chapter 7) I argue how the findings presented here answer the research questions of this study.

6.2 Phase 1 – Blog analysis

Data collection for Phase 1 involved finding, reading and analysing blogs that students wrote upon return to their home countries, reflecting on their experiences during their short-term study abroad experience attending the SUI summer school. After ethical clearance was obtained and institutional approval was granted by SU, former summer school students were contacted and requested to share the blogs they had written with me.

I found 34 blogs that related to the students' time at SU, but not all of them were necessarily relevant to this study. After reading all the blogs, and determining their relevance, I had 15 blogs that pertained specifically to the SUI summer school experience. The students who had written the 15 relevant blogs were contacted and permission for the use of the content of their blogs was requested. Ten of these students gave permission, and verbatim quotes of their blogs are included to illustrate the findings.

In the analysis of the blogs, I followed an inductive approach (as discussed in Chapter 5) to determine common themes from the different blogs. This was achieved by reading and analysing the blogs and coding the content. Similar codes were noted and grouped into categories. The categories were compared with the elements of intercultural competencies identified by Deardorff (2006; UNESCO, 2013) to identify similarities and differences. If a category represented one of the elements identified by Deardorff, it was renamed to that particular element, and if not, it was named based on the common theme. In this way, I could identify new elements that were not covered by Deardorff's framework.

6.3 Phase 2 – Follow-up individual interviews

Data collection for Phase 2 involved interviews which were conducted by me according to an interview protocol, which has also been approved as part of the ethical clearance and institutional approval processes. Five of the students who had written blogs were identified through purposive sampling (Rule & John, 2011) and interviewed (n=5), but other students (n=30) who had attended the summer school and did not write blogs were identified through snowball sampling (Rule & John, 2011) and also interviewed to compare their experiences with those described in the blogs. A total of 35 (n=35) individual follow-up interviews were conducted, some face to face, and some via electronic communication platforms such as Zoom and Skype.

The interview protocol consisted of four open-ended questions to determine if the participants' experiences were aligned to those in the blogs (see addendum for the interview protocol). I wanted to determine what intercultural competencies the students believed they had developed, what their biggest take away from the experience was, and what they deemed made the South African experience unique. The duration of the interviews differed, based on how much each participant wanted to share. The average interview lasted about ten minutes.

Phase 2 attempted to gain a better insight into what elements of intercultural competencies the interview participants believed they had developed. Their answers were compared to what I had concluded from the blog analysis, and in turn matched to Deardorff's elements of intercultural competencies.

The interviews were conducted in English as the common language between the participants and the researcher, even though this was not the first language of some of the participants. Verbatim quotations from the participants are cited without

attempting to correct grammatical errors; however, I removed interjections such as 'like' throughout quotations to ease reading.

6.4 Key findings from the data

6.4.1 Observations from blogs

At the end of the summer school, many students write blogs to reflect on their experiences. This is not a requirement of the summer school, however it is a way for many of them to express to friends and family what they have learned and what their experience abroad was like. Some students write on their overall impression, some about what aspects surprised them, and others write about the shift in their own perceptions. This reflective insight into what students had experienced gave me as the researcher a glimpse into their minds and an opportunity to determine the elements of intercultural competencies they had developed. The reflections of some students were explicit on what elements of intercultural competencies they had developed, whereas in others it was more implicit. As the researcher, I needed to interpret the way in which and the extent to which the summer school had contributed to their competence development.

6.4.2 Findings: Elements of intercultural competencies according to Deardorff's 2013 framework

I firstly present the evidence from the blogs and interviews of the development of the elements of intercultural competencies, distinguished in Deardorff's 2013 framework, before turning to the other elements that I had identified.

6.4.2.1 Seeing from others' perspectives

My interpretation of the students' reflections related to this element uncovered three different nuances. Some students were profoundly affected by the South African perspective, while others referred to how the mix of international students from diverse backgrounds and cultures in the group opened their eyes to different viewpoints and perspectives. Thirdly, some students commented on how they looked at their own country with new eyes because of their summer school experience.

Students had the opportunity to compare how their own life experiences were different from those of other students when engaging with nationalities from across the world.

Chris's^{2 3} input illustrates that he purposefully sought out a programme that would expose him to other world views:

The different nationalities are exactly what I wanted at my home university, which is not offered and so I wanted to find a study abroad programme that included other nationalities and not just Americans because I want to engage people from all around the world in my future profession and not just with Americans.

Judy reflected on her exposure to the **South African perspective**:

The academic experience has been like nothing I've ever experienced before. I chose classes on topics I'm interested in but then taking them within the context of South Africa, I just have a viewpoint that I know that I couldn't get anywhere else.

Amy also alluded to the idea that South Africa has an interesting mix of cultures, and how that was a contributing factor to her perceptions by stating that "I think that I've received many more perspectives within a contained environment that I would have anywhere else in the world at this point".

In his blog, Tom further referred specifically to the South African History class and his experience with South Africans in the class. He states:

We had South Africans of many different races, whose families experienced apartheid in many different ways to different extents, and when these students brought their personal stories, their versions of apartheid and the different realities, it made our discussions a lot more nuanced, a lot richer in the classroom.

These realities that South African students shared about their country and their past experiences opened the eyes of the international students to other perspectives. Derick wrote in his blog that he "did not expect the racial division to still be so obvious – though in hindsight it will take more than 23 years to heal a generation of segregation". Poverty and segregation were experienced first-hand when, in one course, students had the opportunity to visit a home in a local township. Evelyn shares her experience in her blog:

² All names are pseudonyms

³ All quotations are from interviews except when indicated that they are from a blog.

We had the privilege to go into a woman's home in the poorest part of the township. One very small room had a stove, bed, luggage to store her clothes, and a table that held her toothbrush, food, cleaning supplies, basically all the essentials. All in that one space. It opened all of our eyes to see it first-hand.

The exposure to the community is sometimes risky, and some students did not enjoy it. However, hearing about it from a lecturer is completely different from walking through and experiencing those environments first-hand. The practical hands-on experience shifted many students' perspectives, which is evident in their reflections.

When attending a summer school, students of **different nationalities** share one class. This is of significance when evaluating the students' experience of a summer school abroad, as Joy and Kolb (2009) argue that students of different nationalities and cultural backgrounds learn differently. The students' experiences could therefore differ, based on their nationalities. Although students who came to SU for the summer school were from different countries, they all attended the same summer school. This was an aspect that many students mentioned as one of the highlights of the summer school. John mentioned that, being able to interact with students from different nationalities, was a factor that contributed greatly to his experience:

It was cool to be able to interact with students from South Africa as well as other countries around the world and so I feel I'm more culturally aware, globally aware, and in addition to learning about the topics in the classes that I was taking.

The cross-cultural personal bonds were highlighted by the fact that the students stayed together in a dormitory, and most of the time they shared a room with students from different cultures. James highlighted this aspect as one of his areas of growth:

My roommate was from Singapore and there are so many different people that are here from different nationalities that you can interact with people from all over the world and that is something unique to this programme. I could [...] see the world while only in one place.

Judy shared how the exposure to different cultures was a highlight for her, as she could experience what different nationalities thought about the educational topics presented during the summer school:

The different mix of cultures, there are people from all over the world. People from countries that I'll probably never get to go to. So, getting to hear their experience is just, it's amazing to have it all in a place so beautiful but also learn about so many other places.

Tom shared in his blog what he had learned from his peers through their sharing of knowledge:

In our Transitional Justice Course, we had students from all over the world who had knowledge and expertise on cases of transitional justice being applied in different parts of the world, which I was completely oblivious to. By sharing our different ideas and our different knowledge and our different insights we gained a lot by learning a lot from each other.

Brian learned more about **his own country** through the different perspectives to which he was exposed:

The value I gained from the programme itself is that there were altering perspectives as well as perspectives similar to mine, which formed a broader picture or a broader understanding of how I see the country I live in.

Students only realised what the impact of this cross-cultural exposure was once they had returned home and reflected on their experience. A similar observation was made by Ingraham and Peterson (2004) when they conducted a study to determine the impact of study abroad upon their students' return.

The value of this exposure to different perspectives and world views in one space is one of the most valuable aspects of this summer school experience in Stellenbosch.

6.4.2.2 Self-awareness and identity

Another competence that is closely related to seeing from others' perspectives is the self-awareness and identity that students developed through their exposure to different cultures. Often when one is exposed to something completely different from what one is used to, one's views are challenged, and one understands the lens through which the world is viewed much better. John reflected that "as far as lessons learned I would say the most important one is that to be open and I've opened my horizons". Noah shared John's view to keep an open mind, "I came into this with an open mind and I

think if I came here with expectations, I would have had a whole different experience". Suzy said that the more you are exposed to international environments, the more you learn about yourself:

I think the more that you engage in being in an international environment just kind of opens up yourself to a new perspective every single time. I think the fact that you've taken that step it kind of allows you to just continue learning and I think if you open up to learning, it just opens up yourself to kind of self-discovery. But also just open-mindedness at the same time.

Amy agreed, and mentioned that the more you are exposed to different environments, the more you learn. Amy previously attended a study abroad programme in Europe, and since this was her first exposure to a different culture, she experienced a serious culture shock. In this second study abroad programme she knew that things would be different, therefore, she was more open to growth and thus more self-aware.

Jennifer experienced greater self-awareness upon her return to the USA:

I think I've already changed some of my core opinions I used to have. I have changed – not the basis of [my opinions] but how I communicate them towards people because I've learned different ways of how to say things that mean more and make more sense if that makes sense. I've [developed] a bigger understanding of how to approach situations that include race and diversity and stuff like that.

Like Jennifer, many other students experienced a similar realisation of development upon return. This is one of the main reasons why blogging and reflecting on their experiences are so valuable to the students. Lily explained in her blog how this personal growth has made a significant impact on her life:

Spending time in South Africa provided me with another way to view the world. I think that I am much more open-minded now. My time abroad also taught me a lot about being independent. I travelled by myself for the first time and it was such an eye-opening experience. It gave me a lot of confidence in myself that I didn't necessarily have before.

Derick wrote in his blog about the ways in which studying abroad has impacted his life, and how his core identity and the way he does things have been changed by learning not to stress about small things:

I have become more patient, tolerant, and easy-going. The stress that I placed on myself before living in South Africa disappeared at some point in my time abroad in my realization of 'Africa time' and that everything will happen, if it's meant to. I understand the way the world functions more and have become incredibly self-aware thanks to my time in sub-Saharan Africa.

Leah, in her blog, said it was difficult for her to go home and to explain what her life in South Africa was like:

I share pictures and anecdotes with family and friends, knowing that they can't possibly know how it felt to see a township for the first time, wake up to the beauty of the Stellenbosch mountains every morning, or feel at home halfway around the world. While it wasn't exactly what I expected all of the time, I learned a lot about the world and myself. I know I will carry this experience with me wherever life takes me.

Her experience had a profound impact on her life: "Sometimes when we aim to save the world, the world reaches out and saves us".

This exposure to different world views led students to reflect critically on their views and beliefs and increased their self-awareness.

6.4.2.3 Relationship building

The sense of heightened self-awareness and the exposure of the students to so many different nationalities and cultures in one space led them to forge lasting cross-cultural personal bonds. This relates to the next element of intercultural competence in Deardorff's (Deardorff, 2006; UNESCO, 2013) framework: 'relationship building'. This is the element that students, at first glance, found the easiest to relate to. Julia wrote in her blog that she experienced strong bonds with her fellow summer school students:

The friendships I made during my study abroad experience in Stellenbosch were fast and strong, and I will never forget the people who shared these life experiences with me. They are also much different from the ones I've spent years making here in the United States, the ones that are practically family.

Julia continued to say that, as time goes by, one would learn more about people's personalities and interests and form friendship groups. She said: "that's natural, and finding a group that you spend a majority of your time with can lead to strong

friendships and a comforting sense of belonging throughout your stay". Billy wrote in his blog that connecting with people was the real reason why he applied for this programme: "I wanted something real and different. I wanted to meet people, and connect with them on an honest level".

Billy elaborated by writing that authentic people look for authentic relationships. If you engage with people honestly and sincerely, the relationship will be special:

When you meet a genuine person, they demand your attention. They stand out and alter the entire trajectory of your day. When you meet 20 genuine people all at once, it will change your life forever.

Tom learned that building relationships and learning about people's backgrounds bring one closer to others and enrich one's own experience, regardless of your background, language, age or race:

During my time at Stellenbosch I learned a lot, though I'd say above anything else, I learned the importance of connecting with people from different backgrounds, different cultures with different experiences. By connecting with the local students as well as the international students, you're broadening your horizons in a sense of you get to see life from different perspectives and different approaches.

Many of the students indicated that the South African approach, and what they had learned from the South African students, had deeply impacted their development and outlook. Zianda commented as follows:

I specifically worked in a programme that was working with children in South Africa in a local township, so having that experience and being able to take that I understand I see that this is another culture but interacting with it and going deeper and it's seeing the humanness that we all have and share, it was I think that was the biggest thing perhaps.

According to Chantal, a unique element of interacting with local students was that they were willing to take a conversation deeper than just the surface, which is something that she had not experienced in Europe or the USA:

So, I've acknowledged that when you've had a conversation with a South African that it can start with just a basic conversation as 'How are you?' And it always turns into something deeper and it's got more significant meanings. So, I learned a lot more about just culture and race and just the world in

general just because that's where the conversation usually led to. I guess, I feel that's unique and I wouldn't get that in Europe, especially America because we are very politically correct and censored.

Chantal felt that Americans are more passive. She said that they don't just say things as South Africans do, which she feels is the best way to learn. Her experience was that South Africans do not beat about the bush. This observation was only possible based on the relationships she built, and the cross-cultural bonds she could foster, and she could realise through this that they were not being offensive towards her.

6.4.2.4 Respect

These relationships and cross-cultural bonds created a self-awareness of students' own judgment of other people. This self-awareness through building relationships often leads to a heightened awareness of societal issues, which ties in with the competence of respect. The value one places on others makes them feel respected. Amy said that listening to what people have been through will give you an insight into how they view things:

I think my biggest takeaway would just be to listen for what everybody else has been through until I integrate that into how I see them as a person because everybody's experiences define how they see different things.

Nora agreed and said her biggest lesson was: "Listening before I talk and getting to know somebody before I judge".

Peter learned that it is important to treat each person as a unique individual:

It's very important that you treat every single person with respect because realistically, everyone's coming from different backgrounds and different beliefs, especially from all around the world, which is vital to understand.

Leah wished that she had investigated the culture more before she came to South Africa. She said that it is important, since you want to be respectful:

You don't want to play into an American stereotype. I thought I knew enough about South Africa to get by, but every day I learn something new about this amazing culture that makes my experience so much better. The more you know, the better off you'll be.

Zianda also spoke about developing respect for other cultures:

I think I learned a lot about what it means to respect other cultures and also respect not in just the surface value but the depth of what it means to interact with somebody who's not from, you know, your background.

The following insights were expressed by Frank when he realised that everyone is different, as a result of everyone's own culture and upbringing:

Everybody has different beliefs; everybody has different values and it's all about respecting other people. And in a lot of my classes, we did 'agree or disagree' arguments and that made me realise that sometimes I have been quiet about my beliefs and just respect other people's and that's something that stood out to me in the six weeks.

Respect is a competence that is widely recognised and here one can see how respect can be related to other competencies. As students learned how to respect other cultures, they learned how to appreciate and value the individuals within those cultures.

6.4.2.5 Listening

Respecting others often creates better conditions to listen. 'Listening' refers to engaging in authentic intercultural dialogue. When students engage in these authentic dialogues, they cultivate a deep understanding of other people and their cultures.

Amy learned not to judge things at face value, using the example of someone telling her that he/she is not a feminist. If she took that at face value, she would just believe it, but there could be more behind that statement. She commented that she had learned that she needed to take a step back and not judge what somebody says at face value:

You don't know what they could have gone through and I think that was a big thing that I realised within South Africa because of how recent all the history is. So that made me introspect on that point. So, listening was very important.

Madie learned that to listen authentically, one needs to be actively and critically engaged:

... to not participate in soft engagement when I'm interacting with people and when I'm interacting with people specifically from different cultures to

be actively and critically engaged when I can, hopefully at all times but specifically when I'm interacting with people from different cultures.

Listening authentically to others while considering their context helped the students to be more open-minded.

6.4.2.6 Adaptation

If one actively and critically engages in listening, it will help one to adapt. 'Adaptation' means shifting temporarily into another perspective (Bennett 1998). The ability to do this enhances growth. By shifting into another perspective, it becomes possible to truly engage with that perspective and to grow as a person. Adaptation, according to Bennett (1998:7), is an intentional "shift into a different cultural frame of reference". How the students experienced this shift to other perspectives is illustrated in the quotations below.

John commented:

[T]he learning environment was really interesting; it was a little different than what I'm used to in the US. But it provided me (with) an opportunity to grow.

Brian specifically indicated the value of other people, adapting in the same space as oneself, and how one also learns from them:

Having someone that's never experienced what I've experienced, within the same space, I think gives you so much more – it broadens the dynamics so much more and it gives you a better understanding of, or it gives you an alternative understanding of what you already understand, which I think enriches and that's what I think is very powerful and substantial of this programme.

Peter also mentioned that his way to adapt to challenges was enriched by being in the presence of many different cultures in one place:

I think the biggest element that I developed was the adaptation to different challenges and different things going on. A lot of times I'll go to one country and I'll be surrounded by people from that country but now there is such a mixing of different people that I think it expanded me more because it's not only that I am working with South Africans; I am working with people from

the UK. I'm working with people from Singapore and so it's a completely different environment than what I'm used to.

Engagement between students from different cultures who were adapting to this new environment greatly contributed to their growth. In Derick's blog he advised other students who were thinking of studying abroad to do their homework about what the political and social tensions are in a country, and to prepare themselves to adapt to that environment. He advised his peers to be "open-minded, and grasp every experience you can". He further advised them to "embrace the lifestyle, or it will frustrate you."

The temporary shift into a different cultural frame of reference allowed the students to engage meaningfully with the local culture, to listen and consequently to build strong relationships.

6.4.2.7 Cultural humility

In the reflections above respect has been combined with self-awareness, which indicates the development of another competence: 'cultural humility'. Cultural humility, in turn, cannot be attained without active listening. This illustrates how many of the competencies work together.

Only after reflecting on their study abroad experience, some students realised the competencies that they had developed. Consequently, they changed their outlook on life and the way they approach other people and situations. Mia reflected on this aspect upon her return:

I feel I started respecting people more ... I started saying thank you and stuff like that more, so I gained respect, more for people, and took in more of other people's cultures instead of being super-American.

Sofia stated that what captured her interest in discussions in the classes was that Americans have an idea of what is right, and they assume that this American way is the right way:

Ever since we were born we were just raised to always assume that everything else is weird or it's wrong and for me what stuck out was that there are other elements to the world and that it's not always the American way, is the right way and that there are other cultures and ways of living and

ways of doing things that are just different and it's okay. It's not weird, it's not wrong.

Grace developed cultural humility by managing her expectations better:

I learned through the programme to recognize better how expectations or beliefs (we are potentially not even aware of) shape our cultural interpretation of situations and other people. It is very important to always stay open and allow to update and change beliefs and cultural expectations

Amy learned more about herself and her value in the world through other people's views:

Certainly, an appreciation for other people's points of view of the world and also [getting] insight into how people are often blind to their prejudices even when they should be ... in a position where they should be aware of them. And even when they're aware of some of them, there are still other elements which will still come through quite clearly and it is much harder to spot that in yourself than it is to other people.

Maya's approach entailed being critically engaged and taking time to understand the community she was engaging with. She said that if you sit down with them and understand their needs, they will see you as supportive and not a hindrance. Maya felt humbled by this experience.

This open dialogue without judgment is important as it empowers the students to get a view of how other people see things, and through this insight they learn about themselves.

6.4.3 Findings: New elements of intercultural competencies identified

Through the data analysis I identified three new elements of intercultural competencies, namely transformative mindsets, empathy and 'ubuntu'.

6.4.3.1 Transformative mindsets

The fact that students were exposed to real-life scenarios, and not just theory, had a deep, transformative effect on them. This exposure to real-life situations was described by James as follows:

Coming to a clinic like this one over here and seeing the real conditions and the real situations, you said you want to go to different countries and

treat different people, does this give you some sort of idea what is going on overseas? Here, it's more hands-on, it's more ... you can see it if you know what's happening in these countries, while in the US we can just look at videos and pictures. This is a real-life example.

Gu (2015) discusses the journey of identity change and transformation of Chinese students during a study abroad experience. Similarly, personal growth and a broadened worldview was evident in my study's participants. Being exposed to the relics of apartheid, or reminders of injustices of the past, helped the students to grasp the history of our country. It also helped them to look afresh at their own country and inspired them to go back to their country to make a change (Miller-Perrin & Thompson, 2014). Tina said:

My perspective on South Africa changed. I, in all honesty, I didn't know a lot about its history. I think that unlike a lot of my peers, I had heard of apartheid but I didn't know the details and so it was an opportunity to learn [...] and to see the disparity that we don't see in developed countries.

Their summer school experiences sometimes affected the students more deeply than they realised at first. The students witnessed and recognised injustices, but they also questioned their presence in these spaces. Their responses resonate with other studies on students visiting spaces where people live, and questioning whether this could be intrusive (Prideaux, 2015).

What stood out from many of the blogs was that the experience of visiting townships had broken down a lot of stereotypes for many students. Through their reflections on this experience, I could get a sense of how the students, when confronted by a context that was totally different from their own, started to develop new perspectives, not only on the South African situation, but also on their own life back home. This was aptly described by Camilla:

Especially the guided tours through some townships changed the view on my own life a lot. How can it be, that I am born into a world full of material wealth and these people are forced to live with so little? Nevertheless, I learned that a township is not a place of desperation. Through a strong community, the people within a township seem to live a happy life.

Some students indicated that they had previously been warned about visiting places such as townships, but they appreciated the fact that in the summer school they could

get first-hand experience thereof and could thus make their own observations. They regarded the excursions as interactive and engaging, and enjoyed learning from how other participants in the summer school might have experienced it differently. One of the prevailing insights was the fact that even people from the same country may have vastly different values and beliefs and may experience the same excursions in different ways. Sophia wrote: “The atmosphere was open [in class] and it was surprising to me how the same situation was experienced so differently by the course participants”.

It was clear that the students’ engagement with children made a particularly lasting impression. This is illustrated by Catherine’s reflections in her blog after she had returned home:

Though apartheid has ended, the oppressive laws continue to have a trickle-down effect keeping many blacks in poverty. At first, I was concerned about how we would be received. Do the residents want us there? Do they know what we were doing? We always arrived at the school as the last kids were filing in and we received such a warm welcome from the parents and students. There was no better feeling than getting off the bus and having one of my students yelling, ‘Teacher, teacher!’ and running over to grab my hand and escort me proudly into their school.

Experiencing inequality first-hand helped students to understand social justice at a deeper level. Students need to have “active participation in a dialogue about all aspects of their educational experience” (Leibowitz & Bozalek, 2017:67) so that they can understand what these experiences mean to them. The elements of intercultural competencies that the students had developed, in this case, could be regarded as transformative mindsets. Rose, Fuller, Gilbert and Palmer (2011) define transformative mindsets as the changes in thinking that appear to have taken place, evaluated against a theoretical framework drawn from transformative theory. They further refer to altered perceptions. I define transformative mindsets in this context as ‘transforming one’s frame of mind or how one views things’. This differs from the element of adaptation as discussed above. With adaptation one only shifts temporarily into a different perspective in order to engage with that perspective. I argue that with a transformative mindset, this transforms your outlook from that point on. Once one is exposed to real-life scenarios as described above, one cannot un-see them. Students could experience the theory and content included in the modules, and consequently developed a deeper understanding of what they had learned. In the South African

context, history and injustices are still evident, even though they may be ‘concealed’. Students were faced with the realities of injustice and inequality, and this caused them to question their worldviews and transform their mindsets and the way they had viewed things before. A transformative mindset does not mean that a person’s core values, or what they believe in, are changed. Rather, it refers to their frame of mind and the way they approach situations.

Jennifer and Miles reflected on their experiences and explained how the first-hand experience of inequality contributed to their understanding of social justice:

A lot of the time I didn’t see the poverty because it’s not right outside but you can see it bleeding in from different things. You can see the poverty that’s going around in some of the areas that we were at and some of the things that were going on and you can say, okay, this is something that’s still going in this world. Okay, this is still here. This is still going on. And we can still see the racial divide of colonisation and apartheid. (Jennifer)

Although, as Jennifer mentioned, poverty and inequality are still rife in South Africa, Miles made the point that the relationships he had built with locals restored hope for him:

I think ... the thing that stands out for me the most would be especially in taking the South African history class before all this, we learned a lot about the bad parts of history and a lot of the inequality and everything here. And so that can kind of you know, give you a bleak perspective of the world but then I think everywhere I travel and especially, I’ve noticed here, the relationships you form and the individual people are so kind and caring. So, it gives you faith in the world. So, despite learning about all the hard parts of history, the individual people can better that and give hope.

One of the goals of social justice, according to Fraser (2010), is participatory parity, which she explains as the way peers socially interact with each other in an equitable way. Regarding the equality of opportunity, she refers to social exclusion as an injustice. Leibowitz and Bozalek (2017) argue that recognition of how people are seen in a society based on their social markers is important, as it affects the way people engage with each other. When students are directly exposed to these aspects of injustice, as seen from Jennifer and Miles above, they are taught this first-hand, as described by Fraser (2010), and Leibowitz and Bozalek (2017). This kind of experience

transforms students so that when they return to their home country, they can reflect on and see what the injustices are within their own society, and they can then be agents of social change and transformative justice. In her blog, Mandy summarised this perfectly by reflecting that transformation must come from within:

For the transformation to happen, it has to come from within where the group of people wants to cause a change in the community that they're working in. So, as we learned so far, the transformation begins with yourself, which is the simple act of wanting to prove something. So, once you have that feeling you can start engaging with the community, engaging with the process and from that transformation can begin. Transformation, it's a feeling. It's an action. It's something you want to do. So, by interacting with your community that's already causing change within yourself which can lead to the development and sustainability of other programmes and initiatives.

Having a transformative mindset thus begins with the individual. Students who were exposed to injustices and inequality first-hand had the opportunity to use what they had learned and could make a change in their community upon their return to their home countries. This exposure transformed the way they see things and engage with other people, and this can eventually transform communities.

6.4.3.2 Empathy

Empathy is a universal reference to a person's capacity to put oneself in the shoes of another person and to understand or experience something from that person's perspective. Empathy is closely related to some of the other listed elements of intercultural competencies, and some of the experiences shared above can closely relate to this. It was, however, an element that I decided to list separately, as I think it is an important one to note in our context. Students experienced empathy through their engagements with the people of South Africa during the summer school, as can be seen below.

Amy referred to the fact that she developed empathy through exposure to real-life scenarios:

I think I learned large amounts of empathy just going through the HIV course and having spoken to people who grew up in apartheid that had

HIV whether they were part of the LGBTQI community or they were not and the different experiences they had with that.

Madeline linked empathy with respect, and it seems that these two elements go hand in hand:

The most educated person might show no wisdom at all when it comes to showing empathy and treating people respectfully. This education one can only get through encounters with people that live different lives than you, that must deal with other difficulties and need to cope with other situations than you.

She further mentioned that someone can touch your heart and change your life by simply showing you a part of their life:

I believe that contact with people from different situations than mine will touch my heart and will help me to gain another world view. I am sure I will learn wisdom from the encounters with these people that the best-educated person in the whole world could not teach me. This opportunity to develop my personality towards a more respectful treatment of my fellow men will be unique throughout my whole life. I strongly believe that behaving more empathetically towards others and accepting responsibility can change the world.

Stella shared a story in her blog about how she could view the world by watching little boys playing soccer, and through that she experienced empathy by momentarily understanding and experiencing the view from the little boy's perspective. She was reflecting on poverty, and what it means in different contexts. She told the story of a little boy wearing shiny shoes, which looked like the shoes of a businessman. At the same time, his brother next to him was barefoot. This was a captivating contrast to her, since they were both in the same playground playing soccer, one with shiny shoes, and one with bare feet.

So I was thinking why should we look at poverty in the community and why shouldn't we just look at the people and the people we work with? ...if you just look at their faces and how they laugh and how they are beautiful people, why do we need to look at the poverty, when we can look at who these people are and what their personalities are. So I think we rather

should look at the people first and then look at what the environment is ...
look at the people, not at the poverty.

As seen from Stella's story, we must not enforce our own way of thinking on another person by assuming that they think about things the same way as we do. We need to place ourselves in their shoes to understand their perspective. In the little boy's eyes he was not letting poverty disrupt his fun. Having empathy with other people, and learning from them, is thus an underlying element of intercultural competencies that a person should develop by engaging with people from different perspectives.

6.4.3.3 Ubuntu

A term that is widely known in South Africa is ubuntu. Ubuntu is a term common to many of the indigenous languages in slightly different forms, but all having the same meaning. It is often translated with the saying: "I am because we are". This indicates a sense of belonging and of community. One cannot exist on your own, and the people around you are important in your development as a person. Ubuntu is defined by Metz (2011:532) as a "moral theory grounded in South African world views, one that suggests a promising new conception of human dignity". Steyn and Reygan (2017:87) put the emphasis in ubuntu on community and argue that "in Ubuntu, human dignity emerges through the value a person brings to their community". They (Steyn and Reygan, 2017) further posit that the concept of ubuntu is relevant in the South African context due to the importance of the community, and building communities, throughout the history of South Africa.

Ubuntu is often described as a family feeling by international students when they come to South Africa. Vivian explained this family feeling in relation to feeling at home, and as something that she did not experience while attending a summer school in Europe:

I felt a lot at home, there's a family atmosphere, you never had to worry about anything, there was always someone there for you, which I liked. It's like being back home, there was always someone there.

Billy shared an anecdote while referring to a group photo on his blog by saying that the photo resembled a family photo. He said it might not look like it at face value, since there is not much of a family resemblance among the members, but that it did not matter to them as they all had a sense of belonging. He said it was his honour to have all of them in his life at once:

I could tell you all of their stories, but I wouldn't do any of them justice. I could tell you all of their stories, but they don't belong to me. They were borrowed, temporarily entrusted into my care by friends. They are all so beautiful and all so different. When you listen to the stories of others, it reveals a lot about human nature. Deep down, all we want is to connect - to laugh and love and cry and comfort and share life.

Julia said in her blog that the sense of community went further than just the surface level or feelings. She experienced that, if you needed something from someone, it was not even necessary to know their name or to have a deep connection, but because everyone's skills and experiences were relevant to everyone else, she knew exactly who to contact for any kind of request:

I might not know their life story or much beyond their major and career goals from their life back home, but I knew who would be the best person to ask to go horseback riding, who would always be up for a hike, who had been looking around at nearby activities and was already preparing to go. I knew who would be up for a quiet night in town trying out a new restaurant, who would know when the next World Cup game was, and who was playing in it.

Students had the opportunity to visit a local township on various occasions during the programme, and the exposure to the local communities further developed this sense of community and ubuntu amongst the students. On one occasion students went on a tour with a local from the township. The 'tour guide' was raised and still lives in the township. Evelyn wrote in her blog about the sounds of the township compared to other communities:

People were talking, singing, dancing, and playing. It was so refreshing. The people of the township are so proud of where they come from so they love when people come to see their way of life. We learned that some even move back to the townships, even if they have jobs and more money.

This example that Evelyn mentions of people moving back to the township even if they can afford to live in other communities was a highlight for many students, since it indicated to them that the sense of ubuntu experienced in the township was more

important than living in luxury; it was part of who they were, and they belonged in that community. Nora confirmed that there was poverty, but that “the people had more than enough resources, and you see how happy everybody is and the love everybody feels. So that is something Africa is unique for”.

Layla mentioned how they met so many different people from different cultural groups and different languages, and how there was a clear divide in terms of rich and poor and that she could feel it, but she could however also “feel the warm hospitality of everybody irrespective of who you are”.

Billy wrote in his blog that you find yourself in others:

You find yourself in the old stories your grandparents tell and in the imagination of children. You find yourself in the silence shared with others, in tears and jokes, and shared meals among friends. You find yourself by giving all that you are to the present moment.

This description of finding yourself in others is the essence of this element of intercultural competencies that the students developed. They found themselves in other people. This is the essence of ubuntu, as mentioned above, namely that you cannot exist on your own and the people around you are important in your own development as a person. Billy stated that the world is in many ways troubled, but that it is also beautiful, and that each person must try to be a better person:

Humanity isn't marked by colour or creed, but by a desire to do better. We share hopes and fears and dreams. We all feel a pull to tackle the insurmountable, to defeat the undefeated. We all want to be better, so let's be better.

This sense of belonging and desire to do better is, as seen above, a way of life that students experienced here in South Africa during the summer school and which is different from the other intercultural competencies described in section 6.4.2.

6.4.4 South African adaption of Deardorff's intercultural competencies

Figure 6.1 is a visual representation of the intercultural competencies, as discussed above. The seven competencies as identified by Deardorff (Deardorff, 2006; UNESCO, 2013) are all represented, and the figure makes provision for the inclusion of the newly identified competencies, as identified in section 6.4.3 above. It is evident from the figure, as well as from the discussions above, that the competencies do not exist in

isolation; they are all linked to one another. As students develop one element of intercultural competencies, they develop other elements too. These elements cannot stand alone, and the development of these competencies are linked. This will further be discussed in Chapter 7.

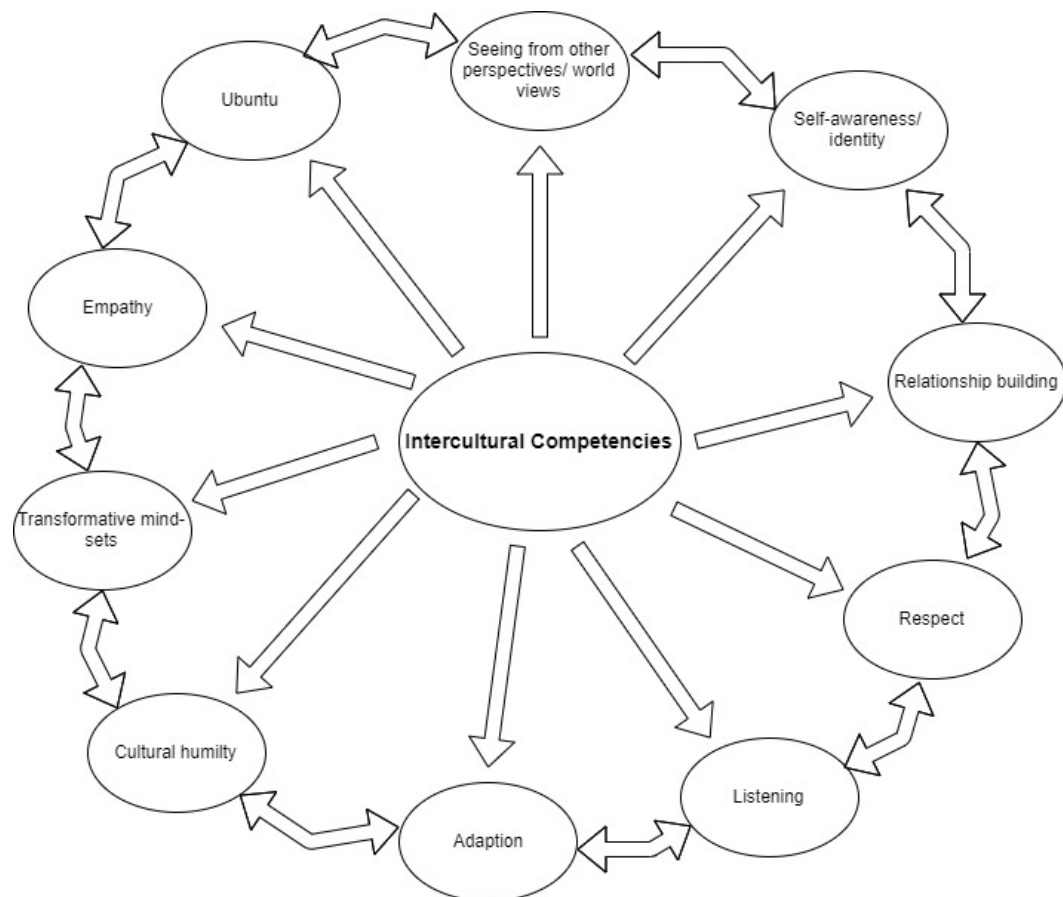


Figure 6.1: South African intercultural competencies.

Source: Adapted from Deardorff (2006; UNESCO, 2013)

6.4.5 Findings: In relation to Career and 21st Century Workforce Skills

In Chapter 3 I discussed the relevance of intercultural skills in the workplace, since the workplace in the 21st century is becoming more multicultural and diverse in nature. The 21st century workforce skills, as identified by Farrugia and Sanger (2017) and discussed in Chapter 3, strongly relate to the intercultural competencies I discussed in the findings above. The 21st century workforce skills are:

- Communication skills
- Confidence
- Course or major-related knowledge
- Curiosity

- Flexibility/Adaptability
- Intercultural skills
- Interpersonal skills
- Language skills
- Leadership
- Problem-solving skills
- Self-awareness
- Teamwork
- Technical/computer software skills
- Tolerance for ambiguity
- Work ethic

(Farrugia & Sanger, 2017)

Some of the skills listed above were also developed by the students during the summer school. This is a good indication that the summer school is also contributing to the development of these 21st century workforce skills. Many students in their reflections in their blogs or during the follow-up interviews referred to the fact that the summer school will contribute to their future careers. Victoria said that her interaction with a diverse group of people taught her valuable skills:

In a future context, the intercultural communication skills I learned during this initiative will help in the work environment - respecting and understanding each other better.

Many of the students in their reflections shared the sentiments of James below, and believed that the perspectives or world views they were exposed to will also have an impact on their future careers:

The different nationalities have widened my perspective of the world, especially in health care because that's the direction that my field is going and it was amazing to hear about what's going on in different countries because I don't plan on staying in the States to practise medicine. I plan on going to different countries, so knowing the needs of different countries is exactly what I want to hear.

Ella, who will also seek a position in the health professions, mentioned how much health care in South Africa differs from health care in the USA. She mentioned that the

courses and exposure to health care in South Africa allowed her to see another side of the world and to see challenges that are different from those in her own country. Through this exposure, she realised how privileged she and her peers were in their home countries.

Chloe said in her blog that through her engagement with community development staff in her course, she learned to be more flexible and that you need to partner with the people you are working with. Through this experience she learned that it requires openness and hard work:

I understood community engagement before as volunteering my time and giving them physical things to improve their community and giving them money. But now I see that that doesn't work and you need to collaborate with all the people in the community, work with the agency to get a common goal within the community, and to be humble and work very hard to reach the goal.

The different international perspectives contributed to the development of workforce skills. Students were exposed to varied opinions on the topics that were discussed, which will benefit them in their future careers too. Ethan described how this diverse background can benefit students:

I do think there are certain soft skills that you attain through being involved with people from so many different or diverse backgrounds, which fosters improvement of your soft skills and competencies through other people's different experiences within their home countries. [This] enables learning better because from the onset you are open to attaining these different perspectives. And that also influences the openness of your experience within the same space, regarding the same content.

Angelique gave an example of a case study in their class where they spoke about Corporate Social Responsibility and had to share their opinions, and the international perspectives were interesting:

The US students will say well, "We've never even heard of the concept of Corporate Social Responsibility" and then the girl from Botswana would respond and say, "Well, it's so important in our context, everyone is aware of it". Everyone's opinions are different but it's encouraged, it's not judged. It's not a critical discussion, it's just to share and collaborate.

Tom said in his blog that his time in Stellenbosch has certainly influenced his plans. He reflected on his Transitional Justice course:

I'll say I have become motivated and inspired to play a part in helping people attain Transitional Justice in other parts of the world. I will recommend students to take advantage of opportunities to study abroad. Not only will it look great on your CV – you'll learn a lot. You learn a lot about yourself and you learn a lot about things that you won't be taught at university.

The development of these key skills will help students to build their CVs, as mentioned by Tom, but it will also equip them with the skills to be well-rounded graduates so that when they go into the workforce, these skills they have developed will help them to stand out among their peers. As the workplace becomes more international and diverse, these skills that students develop during a study abroad experience will become more important, and a study abroad opportunity will become increasingly indispensable.

6.5 Conclusion

In this chapter I discerned different elements of intercultural competencies from the students' inputs, and it became clear that most of these elements do not stand alone. Students develop as holistic people, and when one element is developed, it will lead to the development of further elements. The different elements of intercultural competencies are integrated, as can be seen from Figure 6.1 above. These elements and competencies are rarely developed in isolation.

The findings of this chapter were that the study abroad experience at SU is on par with the benchmarks identified in the literature on the development of intercultural competencies, and specifically the framework of intercultural competencies as developed by Deardorff (Deardorff, 2006; UNESCO, 2013). All the elements of intercultural competencies as discussed by Deardorff were developed by the students attending the study abroad experience at SU.

This chapter further highlighted that there are unique elements of intercultural competencies that students develop in the South African context. These are competencies that differ from competencies students develop in other countries, as can be seen from the literature study in Chapter 3. This is mainly due to the external factors students are exposed to in the South African context that differ from other study

abroad experiences. These elements of having a transformative mindset, empathy and ubuntu are competencies that will change the way in which students view themselves and the world around them, which makes the opportunities they have while attending a study abroad experience in South Africa, and at SU, a life changing experience.

The conclusions of the study and recommendations based on the findings discussed in this chapter will further be discussed in Chapter 7.

CHAPTER 7

CONCLUSIONS AND RECOMMENDATIONS

7.1 Introduction

This chapter presents the conclusions and recommendations arising from the study. In this study I sought to determine the elements of intercultural competencies developed by students attending a short-term study abroad experience in South Africa at Stellenbosch University (SU). This was done by scrutinising attendee students' blogs and analysing their reflections on their experiences. In addition, through follow-up interviews with students who had written blogs, and with other attendee students who had not written blogs, a broad range of perspectives and views were gathered regarding these students' study abroad/summer school experiences and the intercultural competencies that they believed they had developed as a result. The insights gained from the above were used to identify elements of intercultural competencies that students had developed, and to compare these elements with the existing literature on intercultural competencies in order to determine whether students developed any unique elements of intercultural competencies while doing the summer school at SU, and if so, what these unique elements were.

The previous chapter considered the observations and findings from the blogs and the individual interviews. Evidence was found of the development of all of the elements of intercultural competencies in Deardorff's 2013 framework by attending the SUI summer school. A detailed analysis of the blogs and interviews was presented as narrative responses under thematic headings of each of the elements of intercultural competencies. As demonstrated by the findings in Chapter 6, unique elements of intercultural competencies that students had developed during the study abroad experience at SU were also identified. The findings further demonstrated that several of these competencies overlap with the skills required from globally competitive students entering the 21st century workforce.

Chapter 7 presents a further interpretation of the findings in terms of the literature, as well as some recommendations, together with suggestions for future research. The limitations of the study are also discussed before conclusions are presented.

7.2 Interpretation of findings in relation to literature

In Chapter 2 of this study, a brief overview was given of the literature on internationalisation as a significant higher education activity internationally and locally. In addition, I focused attention on study abroad as a co-curricular activity within the broader ambit of the curriculum and its different dimensions, as well as on the co-curriculum. I then discussed study abroad in more detail, with a particular focus on its relation to 21st century workforce skills and intercultural competencies. This served as background for the discussion of the literature on intercultural competencies in Chapter 3. This discussion highlighted the elements of intercultural competencies and how they are developed in different countries. The literature review enabled me to interpret the findings of my own study in relation to existing literature, to compare the intercultural competencies that the students developed against international benchmarks, and to determine the unique elements of intercultural competencies developed through the SUI summer school experience.

The analysis and interpretation of the study data provided the answers to the research question of this study, namely whether students develop unique elements of intercultural competencies while attending a study abroad summer school in the South African context, more specifically at SU, and if so, what these competencies are.

The study contributes to the body of literature by identifying, motivating and explaining the unique elements of intercultural competencies that students develop when attending a study abroad experience in the South African context.

7.3 Discussion of main research findings

Using a qualitative approach, this study explored the experiences and perceptions of students who attended the summer school at SU. Participants were initially selected on account of their blogs, reflecting on their experience attending the SUI summer school. Participants who had written blogs were initially selected for follow-up interviews through purposive sampling (Rule & John, 2011). Subsequently students who had attended the summer school, and who did not write blogs, were identified through snowball sampling (Rule & John, 2011) and they were also interviewed to compare their experiences with those described in the blogs.

The data collection consisted of two phases. The first phase was the collection of the students' blogs, and the second phase was the follow-up interviews that were

conducted. The research question and sub-questions are outlined below, together with an explanation of how these questions are answered by the research findings.

7.3.1 Development of intercultural competencies as outlined by Deardorff (2006; UNESCO, 2013)

The main research question investigated the development of intercultural competencies through short-term study abroad at SU, using the framework developed by Deardorff (2006; UNESCO, 2013) as benchmark. The study sought to examine the similarities and differences between the intercultural competencies outlined by Deardorff and those that were developed by students attending the SUI summer school.

The observations from the analysis of the blogs and the individual interviews highlighted that all the elements identified by Deardorff were present in the elements of intercultural competencies that students developed at the SUI summer school. These findings are consistent with the literature that was reviewed in Chapter 3, which identified the competencies that students would develop. Therefore, I conclude that the outcomes of the SUI summer school are in line with international benchmarks of intercultural competence development.

7.3.2 Development of unique elements of intercultural competencies in the South African context, specifically at SU

The main research question further sought to explore the unique elements of intercultural competencies that students developed in the South African context, and specifically at SU.

The study found that there were three unique elements of intercultural competencies developed by students during their short-term study abroad experience at SU. These are: having a transformative mindset, empathy, and ubuntu. These unique competencies are an extension of the competencies that were discussed in Chapter 3.

Many of the students regarded their experience of the SUI summer school as one which led to personal transformation. Transformative mindset refers to the way in which the mindsets of those students that attended the SUI summer school were transformed, and how their outlook on life shifted. The exposure of the students to the realities of the South African context transformed their way of thinking and how they

see the world. Contrary to adaptation, the development of transformative mindsets would have a lasting effect and is not a competence that was just temporarily experienced.

Empathy is not included in all of the studies on intercultural competencies, and was not included in the UNESCO (2013) selection of elements from Deardorff's (2006) framework. This could be due to the fact that it is generally not a competence that students would develop during a short term study abroad. However, in the South African context, this is a competence that students developed due to the unique nature of the country and its history. Being confronted with the consequences of historical discrimination and injustice and the resilience of the people who suffered these inequalities, taught students to put themselves in the shoes of the other person before making a judgement of the person or the situation. This is unique to the context of the SUI summer school.

Ubuntu, as described in Chapter 6, means "I am because we are". This is a competence that students developed and which is difficult to describe, as it needs to be experienced. It is a way of life in the communities of South Africa, especially in the previously disadvantaged communities where inequality is evident. People are not unaffected by their circumstances, but the sense of belonging and community they have is more important. Students experienced this sense of belonging since they were included in the communities and not treated as visitors. This competence teaches students to value the people around them, and to place the person before the problem. This is truly a unique South African intercultural competence that students will only be able to develop in this context.

7.3.3 How do these experiences compare to or differ from attending a summer school in Europe or the USA?

The first sub-question sought to compare students' experiences of summer schools in Europe and the USA to those in South Africa. The available literature that was discussed in Chapter 2 and Chapter 3 referred to studies in the European and USA contexts only. No literature was available on the uniquely South African experience of students attending summer schools and the competencies that they develop here.

The findings and observations of this study thus give an insight into the summer school experiences of students in a context outside Europe and the USA. The observations

show that the exposure of the students to communities in a developing country had a profound effect on them, and led them to develop transformative mindsets, deeper levels of empathy and notions of ubuntu.

7.3.4 What value does the (South) African (SU) context add to the summer school experience, if any?

The findings of this study showed that the (South) African context adds significant value to the summer school experience, particularly by confronting students with issues of social justice such as historical backlogs, poverty, discrimination and inequality. For many of these students from affluent developed countries this was their first encounter with disadvantaged communities, which not only contributed to their better understanding of the South African context, but also made them look with new eyes at their own countries and communities. The uniqueness of the South African experience and the sense of community that students experienced here was evident from their observations. The engagement, specifically with the South African students and local communities, greatly contributed to the students' experience and thus this perspective and context added significantly to the summer school experience.

7.4 Suggestions for future research

Future research in this area of study could include a wider study on study abroad experiences of students at various South African higher education institutions, and not only at SU. This will give insight into whether the findings of this study apply to all South African institutions or whether they are unique to SU.

In addition, research into a longer study abroad experience - such as semester exchanges or yearlong exchanges - could lead to a deeper understanding of the intercultural competencies developed through these opportunities, and could explore how these are embedded in the students' learning experience. Such research could include a quantitative component in the form of pre- and post-testing, which will add value to the qualitative approach used in this study (namely that of examining students' reflective experiences through blogs and individual interviews).

The COVID-19 pandemic and accompanying travel restrictions had a huge impact on the operations of higher education institutions, including international student mobility. Not only formal teaching and learning, but also study abroad experiences had to move

online. Further research into the development of intercultural competencies in a digital study abroad experience could thus be another future research direction.

7.5 Recommendations

As seen from the findings and discussions in Chapter 6 and above in this chapter, derived at through the extracts from blogs and the interviews, all the highlighted elements of intercultural competencies as listed by UNESCO (2013) of Deardorff's (2006) intercultural competence framework were achieved by the students during their summer school at SU. The question then arose whether these were the only elements, or if there were other unique elements that were developed. I argue that some unique elements had been developed. The perspectives of the students were challenged by the history of South Africa and the lived experiences of the people. The exposure to poverty, social injustices and issues still prevalent in the country caused the students to not only be aware of these issues, but also to shift their world view.

Some students emphasised that they were surprised by the level of poverty that they witnessed in townships. Without negating the lived experiences of South Africans in these areas, we need to be aware of how poverty could be used as a 'tourist attraction'. Such cultural voyeurism may lead to an inherent inclination from people or communities to portray themselves as the other, deeming poverty as a currency and suffering as an income generator. This was a learning experience for myself (as the researcher but also as the programme coordinator) that came about through the feedback from participants and my own reflections. We should acknowledge the ethical obligation we have to not only cart busloads of students to tourist attractions, but to also engage in a partnership with communities, setting up mutually beneficial activities. We need to recognise that activities we deem as emancipating may paradoxically have the opposite effect and that we need to make a conscious choice for social entrepreneurship.

In my future engagement with the SUI summer school I will ensure that the above is taken into account, and that when we have activities and site visits they should be mutually beneficial to the community as well as to the students.

I have learned that the SUI summer school experience is unique in the way in which students develop intercultural competencies during their study abroad period. I will use this knowledge in future engagements with international partners to highlight the

development and growth their students could experience during their study abroad at SU, and in South Africa.

These insights need to be shared more broadly with other South African higher education institutions, as well as with international partners. South African higher education institutions need to work together to ensure that the benefits of study abroad in South Africa become more evident to their European and American counterparts. Developed countries need to recognise the value that developing countries can add to the developing of intercultural competencies. The approach should not be that the one way of thinking is better than and should replace the other, but there needs to be a recognition that we should broaden the concept of intercultural competencies to include those competencies that are fostered in developing contexts.

It is clear that all these elements of intercultural competencies are connected and function together, as seen in Figure 6.1. They do not stand alone. Students attending a summer school in South Africa (and SU) have a great advantage over their peers, due to the unique elements of intercultural competencies that they develop here. It is time for South Africa to take the lead in the global arena of intercultural competence development.

7.6 Limitations of the study

The participants in this study were a limited group of students who had attended a summer school abroad at SU. The findings thus reflect the perspectives of these students only, and the experiences of students at other South African universities may not be the same.

Another limitation relates to logistical challenges, as the participants were situated in different countries. This contributed as a limitation, since I could not have extensive interviews to gain greater perspectives due to the online nature of the interviews. The time difference between the different countries also made it difficult to find timeslots that suited both myself and the participants.

As coordinator of the SUI summer school I need to acknowledge that bias could have affected my interpretation of the research findings. However, throughout the study I took the necessary steps to ensure that I did not use my position as coordinator of the school to influence the outcomes of the study. My findings were verified by verbatim quotations from the participants' blogs and interviews. Participants had already

attended the summer school, and participation in this study would not affect the participants in any way. In addition, the outcomes of the study will not benefit me directly, but could be used to further enhance the offering of the summer school at SU.

A further limitation could be that the data collection in Phase 1 of the study relied on the availability of student blogs. The interpretation of the participants' blogs, without further discussion for clarification or verification with the authors of the blogs, thus represents the viewpoint of the researcher and could have been misinterpreted. I tried to avoid this by testing my interpretation in follow-up interviews with some students who had written blogs, but also with other students who had not written blogs to give more credibility to the findings. The students' blogs and interviews were all self-reported personal perspectives. These perspectives could thus not be objectively substantiated.

7.7 Trustworthiness of the research

As pointed out in Chapter 5, the traditional measures of the quality of research such as validity, reliability and objectivity are not appropriate for qualitative data (Curtin & Fossey, 2007). Hence, in this study I adopted the four criteria proposed by Guba (1981), namely credibility, transferability, dependability and confirmability to strengthen the trustworthiness of the research. How each of these criteria was applied to the study is illustrated with examples from the dissertation in Chapter 5 (section 5.6),

7.8 Conclusion

Intercultural competencies have different elements, and the list of competencies is not exhaustive. This study offers important and appropriate evidence on the unique intercultural competencies that are developed in the South African, and specifically the SU context.

From the results and observations it is evident that the experiences of the students were unique, and that they differed from experiences that some of the participants had encountered in Europe and the USA before. The social justice context and transformative experiences students have in a developing country such as South Africa broaden the students' way of thinking and impact their outlook.

To conclude, a South African study abroad experience could be a catalyst for transformation through the attendee students and the impact they could have upon return to their home countries.

List of references

- Abbott, S. 2014. *Co-Curricular Definition - The Glossary of Education Reform*. [Online], Available: <http://edglossary.org/co-curricular/> [Accessed 27 October 2019].
- AIFS Foundation and IIE. 2018. *Study Abroad Matters: Linking Higher Education to the Contemporary Workplace through International Experience*. New York: IIE
- Altbach, P.G. & Salmi, J. 2011. *The road to academic excellence – The making of world-class research universities*. [Online], Available: <http://www-wds.worldbank.org> [Accessed 5 May 2020].
- ARUA (The African Research Universities Alliance). [n.d.]. *About ARUA*. [Online], Available: <https://arua.org.za/> [Accessed 08 November 2020].
- Barrie, S.C. 2004. A research-based approach to generic graduate attributes policy. *Higher Education Research & Development*, 23(3):261–275.
- Baxter, P. & Jack, S. 2008. Qualitative Case Study Methodology: Study Design and Implementation for Novice Researchers. *The Qualitative Report*, 13(4):544-559.
- Bennett, M.J. 1993. Towards Ethnorelativism: A Developmental Model of Intercultural Sensitivity. In: R.M. Paige (ed). *Education for the Intercultural Experience. 2nd edition*. Yarmouth, ME: Intercultural Press. 21-71.
- Bennett, M.J. 1998. Intercultural communication: A current perspective. In: M.J. Bennett (ed). *Basic concepts of intercultural communication: Selected readings*. Yarmouth, ME: Intercultural Press.
- Bennett, M.J. 2009. Cultivating intercultural competence: A process perspective. In: D.K. Deardorff (ed). *The SAGE handbook of intercultural competence*. Los Angeles: SAGE. 121-140.
- Bernhardt, P. E. 2015. 21st Century Learning: Professional Development in Practice. *The Qualitative Report*. 20(1):1-19.
- Binkley, M., Erstad, O., Herman, J., Raizen, S., Ripley, M. & Rumble, M. 2010. *Defining 21st century skills [Draft White Paper 1]*. Assessment and Teaching of 21st Century Skills Project. [Online], Available: https://oei.org.ar/ibertic/evaluacion/sites/default/files/biblioteca/24_defining-21st-century-skills.pdf [Accessed 08 November 2020].
- Bitzer, E.M. & Botha, N. 2011. *Curriculum Inquiry in South African Higher Education: Some scholarly affirmations and challenges*. Stellenbosch: SUN MeDIA
- Boshoff, H. 2015. *Potential barriers to international exchange semesters at Stellenbosch University*. Unpublished MPhil dissertation, Stellenbosch University.

- Brealt, D.A. & Marshall J.D. 2010. Curriculum, definitions of. In: C Kridel (ed). *Encyclopedia of curriculum studies*. Los Angeles, CA: SAGE. 179-181.
- Carrim, N. & Wangenge-Ouma, G. 2013. *Higher education in South Africa: A Report of Higher Education of South Africa*. Cape Town: British Council South Africa.
- Clinton, I. & Thomas, T. 2011. Business students' experience of community service learning. *Asia-Pacific Journal of Cooperative Education*. 12(1):51–66. [Online], Available: http://www.apjce.org/files/APJCE_12_1_51_66.pdf [Accessed 07 June 2017].
- Cloete, N. & Maassen, P. 2013. *African league of research universities: A Brief Discussion Document*. (July):1–12. Cape Town: Centre for Higher Education Transformation (CHET).
- Commission for the European Communities. 2008. *New Skills for New Jobs Anticipating and matching labour market and skills needs. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of Regions*, Brussels, COM(2008) 868 final. [Online], Available: <https://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2008:0868:FIN:EN:PDF> [Accessed 08 November 2020].
- Creswell, J. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches (2nd ed.)*. Thousand Oaks, CA: SAGE.
- Curtin, M. & Fossey, E. 2007. Appraising the trustworthiness of qualitative studies: Guidelines for occupational therapists. *Australian Occupational Therapy Journal*. (54):88–94.
- Deardorff, D.K. 2006. The Identification and Assessment of Intercultural Competence as a Student Outcome of Internationalization at Institutions of Higher Education in the United States. *Journal of Studies in International Education*. 10:241–266.
- Deardorff, D.K. 2011. Assessing intercultural competence. *New Directions for Institutional Research*, (149): 65-79.
- De Vaus, D. 2002. *Surveys in Social Research*. London:Taylor and Francis Group.
- De Wit, H. 2020. Internationalization of higher education: The need for a more ethical and qualitative approach. *Journal of International Students*. 10(1):i–iv.
- De Wit, H.; Egron-Polak, E.; Howard, L. & Hunter, F. 2015. *Internationalisation of higher education*. [Online], Available: [https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU\(2015\)540370_EN.pdf](https://www.europarl.europa.eu/RegData/etudes/STUD/2015/540370/IPOL_STU(2015)540370_EN.pdf) [Accessed 5 May 2020].

- Egron-Polak, E. & Hudson, R. 2014. *Internationalization of Higher Education: Growing expectations, fundamental values*. IAU 4th Global Survey. [Online], Available: http://ec.europa.eu/dgs/education_culture/index_en.htm [Accessed 10 June 2020].
- European Parliament. 2007. Key Competences for Lifelong Learning: A European Reference Framework. Annex of a Recommendation of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, *Official Journal of the European Union*, 30.12.2006/L394. [Online], Available: <https://eur-lex.europa.eu/legal-content/EN/TXT/PDF/?uri=CELEX:52018SC0014&from=EN> [Accessed 08 November 2020].
- Fantini, A.E. 2000. A central concern: Developing intercultural competence. *SIT occasional papers series*, 1:25-42. Brattleboro, Vermont: SIT.
- Farrugia, C. & Sanger, J. 2017. *Gaining an Employment Edge: The Impact of Study Abroad on 21st Century Skills & Career Prospects in the United States*. New York: Institute for International Education.
- Feilzer, M.Y. 2010. Doing Mixed Methods Research Pragmatically: Implications for the Rediscovery of Pragmatism as a Research Paradigm. *Journal of Mixed Methods Research*, 4(1):6-16.
- Fidel, R. 1993. Qualitative methods in information retrieval research, *Library and Information Science Research* (15):219–247.
- Fink, L.D. 2003. *Creating significant learning experiences: An Integrated Approach to Designing College Courses*. San Francisco, CA: Jossey-Bass.
- Florio-Ruane, S. 1991. Conversation and narrative in collaborative research. In: C. Witherell. & N. Noddings. (eds). *Stories lives tell: narrative and dialogue in education*. New York: Teachers College Press. 234–256.
- Forum on Education Abroad. 2011. *Standards of good practice for education abroad*. 4th Edition. Carlisle, Pennsylvania: Forum on Education Abroad.
- Fraser, N. 2010. Injustice at intersecting scales: On “social exclusion” and the “global poor”. *European Journal of Social Theory*, 13(3):363-371.
- Gao, Y. 2015. Toward a set of internationally applicable indicators for measuring university internationalization performance. *Journal of Studies in International Education*, 19(2):182-200.
- Gillespie, J., Braskamp, L.A. & Braskamp, D.C. 1999. Evaluation and Study Abroad: Developing Assessment Criteria and Practices to Promote Excellence 1. *Frontiers: The Interdisciplinary Journal of Study Abroad*, 5(101):27.

- Goldkuhl, G. 2012. Pragmatism vs interpretivism in qualitative information systems research. *European Journal of Information Systems*, 21(2):135-146.
- Gu, Q. 2015. An emotional journey of identity change and transformation: The impact of study-abroad experience on the lives and careers of Chinese students and returnees. *Learning and Teaching: The International Journal of Higher Education in the Social Sciences*, 8(3):60-81.
- Guba, E.G. 1981. Criteria for assessing the trustworthiness of naturalistic inquiries, *Educational Communication and Technology Journal*, 29:75–91.
- Haferkamp, N. & Kramer, N. 2008. *Entering the blogosphere: Motives for reading, writing, and commenting*. Paper presented at the Meeting of the International Communication Association. Montreal, Canada.
- Harper, S.R. & Antonio, A.L. 2008. Not by accident: Intentionality in fostering environments for learning and cross-cultural engagement. In: S.R. Harper (ed). *Creating inclusive campus environments for cross-cultural learning and student engagement*. Washington, DC: National Association of Student Personnel Administrators. 1–18.
- Higgs, J. 2001. Charting standpoints in qualitative research. In: H. Byrne-Armstrong, J. Higgs & D. Horsfall (eds). *Critical moments in qualitative research*. Oxford: Butterworth Heinemann. 44-67.
- Hsieh, H. & Shannon, S.E. 2005. Three Approaches to Qualitative Content Analysis. *Qualitative Health Research*, 15(9):1277-1288.
- Hughes, C. & Barrie, S. 2010. Influences on the assessment of graduate attributes in higher education. *Assessment & Evaluation in Higher Education*, 35(3):325-334.
- Hunter, B., White, G.P. & Godbey, G.C. 2006. What Does It Mean to Be Globally Competent?. *Journal of Studies in International Education*, 10(3):267-285.
- IES Abroad. 2011a. *The IES Abroad MAP (model assessment practice) for language and intercultural communication*. [Online]. Available: www.iesabroad.org/studyabroad/advisors-faculty/ies-abroad-map/map-for-language [Accessed 27 October, 2019].
- IES Abroad. 2011b. *The IES Abroad MAP (model assessment practice) for study abroad programs*, 5th edition. [Online]. Available: https://www.iesabroad.org/IES/Advisors_and_Faculty/iesMap.html [Accessed 27 October, 2019].
- Ingraham, E.C. & Peterson, D.L. 2004. Assessing the impact of study abroad on student learning at Michigan State University. *Frontiers: The Interdisciplinary*

- Journal of Study Abroad*, 10:83-100.
- Jansen, J.D. 2007. The language of research. In: Maree K (ed.). *First steps in research*. Pretoria: Van Schaik. 253-282.
- Joy, S. & Kolb, D.A. 2009. *Are There Cultural Differences in Learning Style?* [Online], Available: <https://weatherhead.case.edu/departments/organizational-behavior/workingPapers/WP-07-01.pdf> [Accessed 25 October 2017].
- Kim, I. & Kuljis, J. 2010. Applying Content Analysis to Web-based Content. *Journal of Computing and Information Technology*, 18(4):369
- Klopper, H. 2017. Welcome address. Presentation at Stellenbosch University International Academic Networks meeting. 29 March, Stellenbosch.
- Knight, J. 2008. *Higher education in turmoil: The changing world of internationalization*. Rotterdam, The Netherlands: Sense.
- Knight, J. 2015. Updated definition of internationalization. *International Higher Education*, (33):2-3.
- Knight, J. & Sehoole, C. 2013. Internationalisation of African Higher Education: Towards Achieving the MDGs. *Global perspectives on higher education*. 26. [Online], Available: <https://www.sensepublishers.com/media/1739-internationalisation-of-african-higher-education.pdf> [Accessed 23 April 2017].
- Kolb, D.A. 2015. *Experiential learning: Experience as the source of learning and development*, 2nd edition. New York: Pearson FT Press
- Kotze, R. 2019. *Internationalisation at SU*. [Online], Available: <https://www0.sun.ac.za/internationaloffice/en/global-perspectives/internationalisation-at-su> [Accessed 30 September 2019].
- Krefting, L. 1991. Rigor in qualitative research: The assessment of trustworthiness. *American Journal of Occupational Therapy*, (45):214–222.
- Lee, L. 2011. Blogging: Promoting learner autonomy and intercultural competence through study abroad. *Language Learning & Technology*, 15(3):87-109.
- Leibowitz, B. & Bozalek, V. 2017. An evaluative framework for a socially just institution. In: B. Leibowitz & V. Bozalek (eds). *Higher Education for the Public Good, Views from the South*. Stellenbosch: African Sun Media.
- Lemke, C., 2002. *enGauge 21st Century Skills: Digital Literacies for a Digital Age*. Naperville, Illinois: NCREL.
- Lincoln, Y.S. & Guba, E.G. 1985. *Naturalistic inquiry*. Beverly Hills: SAGE.

- Mack, N., Woodsong, C., MacQueen, K.M., Guest, G., & Namey, E. 2005. *Qualitative research methods: A data collector's field guide*. North Carolina, USA: Family Health International Publication.
- Marshall, C. & Rossman, G.B. 1999. *Designing qualitative research*, 3rd ed. Newbury Park: SAGE.
- McLeod, S. 2010. *The Experiential Learning Cycle*. [Online], Available: http://cei.ust.hk/files/public/simplypsychology_kolb_learning_styles.pdf [Accessed 02 September 2017].
- McNeill, J. 2020. *Skills vs. Competencies – what's the difference, and why should you care?* [Online]. Available: <https://social.hays.com/2019/10/04/skills-competencies-whats-the-difference/> [Accessed 27 October 2020].
- Metz, T. 2011. Ubuntu as moral theory and human rights in South Africa. *African Human Rights Law Journal*, 11:532 – 559.
- Miles, M. B., & Huberman, A. M. 1994. *Qualitative data analysis: An expanded source book* (2nd ed.). Thousand Oaks, CA: SAGE.
- Miller-Perrin, C. & Thompson, D. 2014. Outcomes of global education: External and internal change associated with study abroad. *New Directions for Student Services*, 2014(146):77-89.
- Montgomery, S.M. & Groat, L.N. 1998. Student Learning Styles and their implications for teaching. *CRLT Occasional Papers*. 10:1–8.
- Moosmüller, A. & Schönhuth, M. 2009. Intercultural Competence in German Discourse. In: D.K. Deardorff. (ed). *The SAGE handbook of intercultural competence*. Los Angeles: SAGE. 210-232.
- Moon, J.A. 2004. *A handbook of reflective and experiential learning: Theory and practice*. London: Psychology Press.
- Morgan, M.L. 2014. Pragmatism as a Paradigm for Social Research. *Qualitative Inquiry*, 20(8):1045-1053.
- Oaks, D.J. 2015. Mapping to Curricular and Institutional Goals. *New Directions for Institutional Research*, 2014(164):51–60.
- Oates, T. 2003. Key skills/key competencies: Avoiding the pitfalls of current initiatives. In: *Contributions to the second DeSeCo symposium*. 171-193.
- Odağ, Ö., Wallin, H. R., & Kedzior, K. K. 2016. Definition of intercultural competence according to undergraduate students at an international university in Germany. *Journal of Studies in International Education*, 20(2):118-139

- OECD (Organisation For Economic Co-Operation And Development). 2005. *The definition and selection of key competencies [Executive Summary]*. [Online], Available: <https://www.oecd.org/pisa/35070367.pdf> [Accessed 08 November 2020].
- OECD (Organisation For Economic Co-Operation And Development). 2018. *Preparing our Youth for an Inclusive and Sustainable World: The OECD PISA Global Competence Framework*. Paris: OECD.
- Patton, M.Q. 1990. *Qualitative evaluation and research methods*, 2nd ed. Newbury Park: SAGE.
- Paullin, E. 2016. Breaking down walls - The Silo Effect. *EAIE Forum Magazine*, Winter:10–11.
- Plowright, D. 2016. *Charles Sanders Peirce. Pragmatism and education*. London: Springer.
- Porter, A.C. & Smithson, J.L. 2001. *Defining, Developing, and Using Curriculum Indicators for Policy Research in Education*. [Online], Available: http://www.cpre.org/sites/default/files/researchreport/788_rr48.pdf [Accessed 30 July 2017].
- Potts, D. 2015. Understanding the early career benefits of learning abroad programs. *Journal of Studies in International Education*, 19(5): 441-459.
- Prideaux, B. 2015. Destination tourism - Critical debates, research gaps, and the need for a new research agenda. *The Routledge handbook of tourism and sustainability*, (10554):365-373.
- QS (Quasquarelli Symonds). 2017. *QS World University Rankings – Methodology | Top Universities*. [Online], Available: <https://www.topuniversities.com/qs-world-university-rankings/methodology> [Accessed 23 April 2017].
- Ramani, S. & Mann, K. 2015. Introducing medical educators to qualitative study design: Twelve tips from inception to completion. *Medical teacher*, 1-8:1.
- Rose, J., Fuller, M., Gilbert, L. & Palmer, S. 2011. Transformative empowerment: stimulating transformations in early years practice. *Learning and Teaching in Higher Education*, 5:56-72.
- Rosier, A. 2020. *Intercultural Competence*. [Online]. Available: <https://www.nuffic.nl/sites/default/files/2020-08/international-competence.pdf> [Accessed 27 October 2020].
- Ross, A. 2000. *Curriculum: Construction and critique*. London: Falmer Press.
- Rule, P. & John, V. 2011. *Your guide to Case Study research*. 1st Edition. Pretoria: Van

Schaik.

- Rychen, D., Salganik, L. and McLaughlin, M. 2003. *Definition and selection of key competences*. Contributions to the second DeSeCo symposium. Maryland, US: ERIC.
- Schuh, J.H., Jones, S.R., Harper, S.R. & Komives, S.R. 2011. *Student services : a handbook for the profession*. San Francisco, CA: Jossey-Bass.
- Seeber, M., Cattaneo, M., Huisman, J. & Paleari, S. 2016. Why do higher education institutions internationalize? An investigation of the multilevel determinants of internationalization rationales. *Higher Education*, 72(5):685–702.
- Shenton, A.K. 2004. Strategies for ensuring trustworthiness in qualitative research projects, *Education for information*, 22(2): 63-75.
- Sobania, N. & Braskamp, L.A. 2009. Study Abroad or Study Away: It's Not Merely Semantics. *Peer Review*, 11(4):23-26.
- Spencer-Oatey, H. & Dauber, D. 2017. *Internationalisation and the development of "global graduates"*. [Online], Available: <http://www.warwick.ac.uk/globalpadintercultural> [Accessed 10 May 2020].
- Spitzberg, B.H. & Changnon, G. 2009. Conceptualizing intercultural competence: Power, privilege, and the decolonisation of higher education in South Africa. In: D.K. Deardorff (ed). *The SAGE handbook of intercultural competence*. Los Angeles: SAGE. 2:121-140.
- Stake, R. E. 1995. *The art of case study research*. Thousand Oaks, CA: SAGE.
- Steyn, M. & Reygan, F. 2017. New Competencies for intercultural communication. In: D.K. Deardorff & L.A. Arasaratnam-Smit (ed). *Intercultural Competence in Higher Education: International Approaches, Assessment and Application*. New York: Routledge. 83 – 94.
- Stirling, A.E. & Kerr, G.A. 2015. *Creating Meaningful Co-Curricular Experiences in Higher Education*. [Online], Available: www.jespnet.com [Accessed 27 October 2019].
- SU (Stellenbosch University). 2013. *Vision and Strategy*. [Online], Available: http://www.sun.ac.za/english/Documents/English%20PDF_SU%20VISION%20AND%20STRATEGY.pdf#search=vision%202030 [Accessed 1 September 2017].
- SU (Stellenbosch University). 2015. *Annual Report 2015*. [Online], Available: http://www.sun.ac.za/english/Documents/About/YearReport/2015/SU%20Annual%20Report%202015_for%20web.pdf [Accessed 08 November 2020].

- SU (Stellenbosch University). 2017. *Strategy for Teaching and Learning 2017-2021*. [Online], Available: <http://www.sun.ac.za/english/learning-teaching/ctl/Documents/SU%20TL%20Strategy.pdf> [Accessed 1 September 2017].
- SU (Stellenbosch University). 2018a. *Vision 2040 and Strategic Framework 2019-2024*. [Online], Available: http://www.sun.ac.za/english/Documents/Strategic_docs/2018/Vision-2040-and-Strategic-Framework-2019-2024.pdf [Accessed 29 July 2018].
- SU (Stellenbosch University). 2018b. *Concept note on internationalisation at Stellenbosch University*. Stellenbosch: SU International. (unpublished document).
- SU (Stellenbosch University). 2018c. *Statistical profile: Core Statistics 2018*. [Online], Available: http://www.sun.ac.za/english/Pages/statistical_profile.aspx [Accessed 10 May 2020].
- SU (Stellenbosch University). 2019. *Stellenbosch University internationalisation strategy*. [Online], Available: http://www.sun.ac.za/english/Documents/2019/SU%20INTERNATIONALISATION%20STRATEGY%20Council_Final.pdf [Accessed 5 May 2020].
- SU (Stellenbosch University). 2020a. *About SU International*. [Online], Available: <http://www.sun.ac.za/english/SUInternational/about-us-1/su-international> [Accessed 14 September 2020].
- SU (Stellenbosch University). 2020b. *Global Student Learning Outcomes*. Stellenbosch: SU International. (unpublished document).
- SU (Stellenbosch University). 2020c. *SU among world's best for research excellence and innovation*. [Online], Available: <http://www.sun.ac.za/english/Lists/news/DispForm.aspx?ID=7647> [Accessed 22 October 2020].
- Taylor, P.C & Medina, M. 2011. Educational research paradigms: From positivism to pluralism. *College Research Journal*, 1(1):1-16
- Terzuolo, E.R. 2016. *Intercultural development and study abroad: Impact of student and program characteristics*. [Online]. Available: <https://search.proquest.com/docview/1766586284?pq-origsite=gscholar> [Accessed 23 September 2019].
- Terzuolo, E.R. 2018. Intercultural development in study abroad: Influence of student and program characteristics. *International Journal of Intercultural Relations*, 65:86-95

- Thanh, N.C. and Thanh, T.T. 2015. The interconnection between interpretivist paradigm and qualitative methods in education. *American Journal of Educational Science*, 1(2):24-27.
- Tracy, S.J. 2010. Qualitative Quality: Eight 'Big-Tent' Criteria for Excellent Qualitative Research. *Qualitative Inquiry*, 16(10):837–851.
- UNESCO (United Nations Educational, Scientific and Cultural Organization). 2013. *Conceptual and operational framework editor intersectoral platform for a culture of peace and non-violence*. Bureau for Strategic Planning. [Online]. Available: <http://www.unesco.org/new/en/bureau-of-strategic-planning/themes/culture-of-peace-and-non-violence/> [Accessed 02 September 2017].
- University of Oxford. 2015. *International trends in higher education*. Oxford: International Strategy Office.
- Voogt, J & Roblin, N.P. 2012. A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies*, 44(3):299-321
- Vygotsky, L.S. 1978. Mind in Society: Development of Higher Psychological Processes. In: M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (eds.). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Walker, D.H.T. 1997. Choosing an appropriate research methodology. *Construction Management and Economics*, 15(2):149-159.
- Webb, L.M. & Wang, Y. 2013. Techniques for Analyzing Blogs and Micro-Blogs. *Advancing Research Methods with New Technologies*. (May 2014):206–227.
- Williams, E.N. & Morrow, S.L. 2009. Achieving trustworthiness in qualitative research: A pan-paradigmatic perspective. *Psychotherapy Research*, 19(4-5):576-582.
- Yin, R. K. 2003. *Case study research: Design and methods* (3rd ed.). Thousand Oaks, CA: SAGE.
- Yin, R.K. 2009. *Case Study Research: Design and Methods*. 4th Edition. Thousand Oaks, CA: SAGE Publications Inc.

Addenda

Addendum A: NOTICE OF ETHICS APPROVAL



NOTICE OF APPROVAL

REC: Social, Behavioural and Education Research (SBER)- Initial Application Form

16 April 2020

Project number: 10222

Project Title: Development of students' intercultural competencies through a study abroad experience: an institutional case study.

Dear Mr. Werner De Wit

Your response to stipulations submitted on 14 January 2020 was reviewed and approved by the REC: Social, Behavioural and Education Research (REC: SBE).

Please note below expiration date of this approved submission:

Ethics approval period:

Protocol approval date (Humanities)	Protocol expiration date (Humanities)
15 July 2019	14 July 2022

GENERAL COMMENTS:

1) There is currently a **postponement of all research activities at Stellenbosch University**, apart from research that can be conducted remotely/online and requires no human contact, and research in those areas as specifically acknowledged as essential services by the South African government under the presidential regulations related to COVID-19 (e.g. clinical studies).

2) Remote (desktop-based/online) research activities, online analyses of existing data, and the writing up of research results are strongly encouraged in all SU research environments.

Please take note of the General Investigator Responsibilities attached to this letter. You may commence with your research after complying fully with these guidelines.

If the researcher deviates in any way from the proposal approved by the REC: SBE, the researcher must notify the REC of these changes.

Please use your SU project number (10222) on any documents or correspondence with the REC concerning your project.

Please note that the REC has the prerogative and authority to ask further questions, seek additional information, require further modifications, or monitor the conduct of your research and the consent process.

FOR CONTINUATION OF PROJECTS AFTER REC APPROVAL PERIOD

You are required to submit a progress report to the REC: SBE before the approval period has expired if a continuation of ethics approval is required. The Committee will then consider the continuation of the project for a further year (if necessary).

Once you have completed your research, you are required to submit a final report to the REC: SBE for review.

Included Documents:

Document Type	File Name	Date	Version
Research Protocol/Proposal	Mphah proposal Draft 9	06/05/2019	9
Informed Consent Form	MBul Consent Form	06/05/2019	1
Proof of permission	IRSD-1367 Request for Permission Submitted	06/05/2019	1
Recruitment material	Email invitation to participate in study	09/05/2019	1
Data collection tool	MBul Instrument	09/05/2019	2
Data collection tool	MBul Instrument	09/05/2019	2
Default	Institutional Permission Standard Agreement W De Wit	04/07/2019	1
Default	Response to REC stipulations	10/01/2020	1

Default	Follow up interview questions	10/01/2020	1
---------	-------------------------------	------------	---

If you have any questions or need further help, please contact the REC office at cgraham@sun.ac.za.

Sincerely,

Clarissa Graham

REC Coordinator: Research Ethics Committee: Social, Behavioral and Education Research

*National Health Research Ethics Committee (NHREC) registration number: REC-050411-032.
The Research Ethics Committee: Social, Behavioural and Education Research complies with the SA National Health Act No.61 2003 as it pertains to health research. In addition, this committee abides by the ethical norms and principles for research established by the Declaration of Helsinki (2013) and the Department of Health Guidelines for Ethical Research: Principles Structures and Processes (2nd Ed.) 2015. Annually a number of projects may be selected randomly for an external audit.*

Principal Investigator Responsibilities

Protection of Human Research Participants

As soon as Research Ethics Committee approval is confirmed by the REC, the principal investigator (PI) is responsible for the following:

Conducting the Research: The PI is responsible for making sure that the research is conducted according to the REC-approved research protocol. The PI is jointly responsible for the conduct of co-investigators and any research staff involved with this research. The PI must ensure that the research is conducted according to the recognised standards of their research field/discipline and according to the principles and standards of ethical research and responsible research conduct.

Participant Enrolment: The PI may not recruit or enrol participants unless the protocol for recruitment is approved by the REC. Recruitment and data collection activities must cease after the expiration date of REC approval. All recruitment materials must be approved by the REC prior to their use.

Informed Consent: The PI is responsible for obtaining and documenting affirmative informed consent using **only** the REC-approved consent documents/process, and for ensuring that no participants are involved in research prior to obtaining their affirmative informed consent. The PI must give all participants copies of the signed informed consent documents, where required. The PI must keep the originals in a secured, REC-approved location for at least five (5) years after the research is complete.

Continuing Review: The REC must review and approve all REC-approved research proposals at intervals appropriate to the degree of risk but not less than once per year. There is **no grace period**. Prior to the date on which the REC approval of the research expires, **it is the PI's responsibility to submit the progress report in a timely fashion to ensure a lapse in REC approval does not occur**. Once REC approval of your research lapses, all research activities must cease, and contact must be made with the REC immediately.

Amendments and Changes: Any planned changes to any aspect of the research (such as research design, procedures, participant population, informed consent document, instruments, surveys or recruiting material, etc.), must be submitted to the REC for review and approval before implementation. Amendments may not be initiated without first obtaining written REC approval. The **only exception** is when it is necessary to eliminate apparent immediate hazards to participants and the REC should be immediately informed of this necessity.

Adverse or Unanticipated Events: Any serious adverse events, participant complaints, and all unanticipated problems that involve risks to participants or others, as well as any research-related injuries, occurring at this institution or at other performance sites must be reported to the REC within **five (5) days** of discovery of the incident. The PI must also report any instances of serious or continuing problems, or non-compliance with the REC's requirements for protecting human research participants.

Research Record Keeping: The PI must keep the following research-related records, at a minimum, in a secure location for a minimum of five years: the REC approved research proposal and all amendments; all informed consent documents; recruiting materials; continuing review reports; adverse or unanticipated events; and all correspondence and approvals from the REC.

Provision of Counselling or emergency support: When a dedicated counsellor or a psychologist provides support to a participant without prior REC review and approval, to the extent permitted by law, such activities will not be recognised as research nor the data used in support of research. Such cases should be indicated in the progress report or final report.

Final reports: When the research is completed (no further participant enrolment, interactions or interventions), the PI must submit a Final Report to the REC to close the study.

On-Site Evaluations, Inspections, or Audits: If the researcher is notified that the research will be reviewed or audited by the sponsor or any other external agency or any internal group, the PI must inform the REC immediately of the impending audit/evaluation.

ADDENDUM B: INSTITUTIONAL PERMISSION

UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
jou kennisvennoot • your knowledge partner

INSTITUTIONAL PERMISSION:**AGREEMENT ON USE OF PERSONAL INFORMATION IN RESEARCH**

Name of Researcher: Werner De Wit

Name of Research Project: Development of students' intercultural competencies through a study abroad experience: an institutional case study.

Service Desk ID: IRPSD-1367

Date of Issue: 04 July 2019

The researcher has received institutional permission to proceed with this project as stipulated in the institutional permission application and within the conditions set out in this agreement.

1 WHAT THIS AGREEMENT IS ABOUT	
What is POPI?	<p>1.1 POPI is the Protection of Personal Information Act 4 of 2013.</p> <p>1.2 POPI regulates the entire information life cycle from collection, through use and storage and even the destruction of personal information.</p>
Why is this important to us?	<p>1.3 Even though POPI is important, it is not the primary motivation for this agreement. The privacy of our students and employees are important to us. We want to ensure that no research project poses any risks to their privacy.</p> <p>1.4 However, you are required to familiarise yourself with, and comply with POPI in its entirety.</p>
What is considered to be personal information?	<p>1.5 'Personal information' means information relating to an identifiable, living, individual or company, including, but not limited to:</p> <p>1.5.1 information relating to the race, gender, sex, pregnancy, marital status, national, ethnic or social origin, colour, sexual orientation, age, physical or mental health, well-being, disability, religion, conscience, belief, culture, language and birth of the person;</p> <p>1.5.2 information relating to the education or the medical, financial, criminal or</p>

	<p>employment history of the person;</p> <p>1.5.3 any identifying number, symbol, e-mail address, physical address, telephone number, location information, online identifier or other particular assignment to the person;</p> <p>1.5.4 the biometric information of the person;</p> <p>1.5.5 the personal opinions, views or preferences of the person;</p> <p>1.5.6 correspondence sent by the person that is implicitly or explicitly of a private or confidential nature or further correspondence that would reveal the contents of the original correspondence;</p> <p>1.5.7 the views or opinions of another individual about the person; and</p> <p>1.5.8 the name of the person if it appears with other personal information relating to the person or if the disclosure of the name itself would reveal information about the person.</p>
Some personal information is more sensitive.	<p>1.6 Some personal information is considered to be sensitive either because:</p> <p>1.6.1 POPI has classified it as sensitive;</p> <p>1.6.2 if the information is disclosed it can be used to defraud someone; or</p> <p>1.6.3 the disclosure of the information will be embarrassing for the research subject.</p> <p>1.7 The following personal information is considered particularly sensitive:</p> <p>1.7.1 Religious or philosophical beliefs;</p> <p>1.7.2 race or ethnic origin;</p> <p>1.7.3 trade union membership;</p> <p>1.7.4 political persuasion;</p> <p>1.7.5 health and health related documentation such as medical scheme documentation;</p> <p>1.7.6 sex life;</p> <p>1.7.7 biometric information;</p> <p>1.7.8 criminal behaviour;</p> <p>1.7.9 personal information of children under the age of 18;</p> <p>1.7.10 financial information such as banking details, details relating to financial</p>

	<p>products such as insurance, pension funds or other investments.</p> <p>1.8 You may make use of this type of information, but must take extra care to ensure that you comply with the rest of the rules in this document.</p>
2 COMMITMENT TO ETHICAL AND LEGAL RESEARCH PRACTICES	
You must commit to the use of ethical and legal research practices.	<p>2.1 You must obtain ethical clearance before commencing with this study.</p> <p>2.2 You commit to only employing ethical and legal research practices.</p>
You must protect the privacy of your research subjects.	<p>2.3 You undertake to protect the privacy of the research subjects throughout the project.</p>
3 RESEARCH SUBJECT PARTICIPATION	
Personal information of identifiable research subjects must not be used without their consent.	<p>3.1 Unless you have obtained a specific exemption for your research project, consent must be obtained in writing from the research subject, before their personal information is gathered.</p>
Research subjects must be able to withdraw from the research project.	<p>3.2 Research subjects must always be able to withdraw from the research project (without any negative consequences) and to insist that you destroy their personal information.</p>
Consent must be specific and informed.	<p>3.3 Unless you have obtained a specific exemption for your research project, the consent must be specific and informed. Before giving consent, the research subject must be informed in writing of:</p> <p>3.3.1 The purpose of the research,</p> <p>3.3.2 what personal information about them will be collected (particularly sensitive personal information),</p> <p>3.3.3 how the personal information will be collected (if not directly from them),</p> <p>3.3.4 the specific purposes for which the personal information will be used,</p> <p>3.3.5 what participation will entail (i.e. what the research subject will have to do),</p> <p>3.3.6 whether the supply of the personal information is voluntary or mandatory for purposes of the research project,</p>

	<p>3.3.7 who the personal information will be shared with,</p> <p>3.3.8 how the personal information will be published,</p> <p>3.3.9 the risks to participation (if any),</p> <p>3.3.10 their rights to access, correct or object to the use of their personal information,</p> <p>3.3.11 their right to withdraw from the research project, and</p> <p>3.3.12 how these rights can be exercised.</p>
Consent must be voluntary.	3.4 Participation in the research project must always be voluntary. You must never pressure or coerce research subjects into participating and persons who choose not to participate must not be penalised.
Using the personal information of children?	<p>3.5 A child is anybody under the age of 18.</p> <p>3.6 Unless you have obtained a specific exemption in writing for your research project, you must obtain</p> <p>3.6.1 the consent of the child's parent or guardian, and</p> <p>3.6.2 if the child is over the age of 7, the assent of the child, before collecting the child's information.</p>
Research subjects have a right to access.	3.7 Research subjects have the right to access their personal information, obtain confirmation of what information is in your possession and who had access to the information. It is strongly recommended that you keep detailed records of access to the information.
Research subjects have a right to object.	<p>3.8 Research subjects have the right to object to the use of their personal information.</p> <p>3.9 Once they have objected, you are not permitted to use the personal information until the dispute has been resolved.</p>
4 COLLECTING PERSONAL INFORMATION	
Only collect what is necessary.	4.1 You must not collect unnecessary or irrelevant personal information from research subjects.
Only collect accurate personal information.	4.2 You have an obligation to ensure that the personal information you collect is accurate. Particularly when you are collecting it from a source other than the

	research subject.
	4.3 If you have any reason to doubt the quality of the personal information you must verify or validate the personal information before you use it.
5 USING PERSONAL INFORMATION	
Only use the personal information for the purpose for which you collected it.	<p>5.1 Only use the personal information for the purpose for which you collected it.</p> <p>5.2 If your research project requires you to use the personal information for a materially different purpose than the one communicated to the research subject, you must inform the research subjects and Stellenbosch University of this and give participants the option to withdraw from the research project.</p>
Be careful when you share personal information.	<p>5.3 Never share personal information with third parties without making sure that they will also follow these rules.</p> <p>5.4 Always conclude a non-disclosure agreement with the third parties.</p> <p>5.5 Ensure that you transfer the personal information securely.</p>
Personal information must be anonymous whenever possible.	5.6 If the research subject's identity is not relevant for the aims of the research project, the personal information must not be identifiable. In other words, the personal information must be anonymous (de-identified).
Pseudonyms must be used whenever possible.	5.7 If the research subject's identity is relevant for the aims of the research project or is required to co-ordinate, for example, interviews, names and other identifiers such as ID or student numbers must be collected and stored separately from the rest of the research data and research publications. In other words, only you must be able to identify the research subject.
Publication of research	<p>5.8 The identity of your research subjects should not be revealed in any publication.</p> <p>5.9 In the event that your research project requires that the identity of your research subjects must be revealed, you must apply for an exemption from this rule.</p>
6 SECURING PERSONAL INFORMATION	
You are responsible for the confidentiality and security of the personal information	<p>6.1 Information must always be handled in the strictest confidence.</p> <p>6.2 You must ensure the integrity and security of the information in your possession or under your control by taking appropriate and reasonable technical and organisational measures to prevent:</p>

	<p>6.2.1 Loss of, damage to or unauthorised destruction of information; and</p> <p>6.2.2 unlawful access to or processing of information.</p> <p>6.3 This means that you must take reasonable measures to:</p> <p>6.3.1 Identify all reasonably foreseeable internal and external risks to personal information in your possession or under your control;</p> <p>6.3.2 establish and maintain appropriate safeguards against the risks identified;</p> <p>6.3.3 regularly verify that the safeguards are effectively implemented; and</p> <p>6.3.4 ensure that the safeguards are continually updated in response to new risks or deficiencies in previously implemented safeguards.</p>
Sensitive personal information requires extra care.	6.4 You will be expected to implement additional controls in order to secure sensitive personal information.
Are you sending any personal information overseas?	<p>6.5 If you are sending personal information overseas, you have to make sure that:</p> <p>6.5.1 The information will be protected by the laws of that country;</p> <p>6.5.2 the company or institution to who you are sending have agreed to keep the information confidential, secure and to not use it for any other purpose; or</p> <p>6.5.3 get the specific and informed consent of the research subject to send the information to a country which does not have data protection laws.</p>
Be careful when you use cloud storage.	<p>6.6 Be careful when storing personal information in a cloud. Many clouds are hosted on servers outside of South Africa in countries that do not protect personal information to the same extent as South Africa. The primary example of this is the United States.</p> <p>6.7 It is strongly recommended that you use hosting companies who house their servers in South Africa.</p> <p>6.8 If this is not possible, you must ensure that the hosting company agrees to protect the personal information to the same extent as South Africa.</p>
7 RETENTION AND DESTRUCTION OF PERSONAL INFORMATION	
You are not entitled to retain personal information when you no longer need it for the purposes	7.1 Personal information must not be retained beyond the purpose of the research project, unless you have a legal or other justification for retaining the information.

of the research project.	
If personal information is retained, you must make sure it remains confidential.	<p>7.2 If you do need to retain the personal information, you must assess whether:</p> <p>7.2.1 The records can be de-identified; and/or whether</p> <p>7.2.2 you have to keep all the personal information.</p> <p>7.3 You must ensure that the personal information which you retain remains confidential, secure and is only used for the purposes for which it was collected.</p>
8 INFORMATION BREACH PROCEDURE	
In the event of an information breach you must notify us immediately.	<p>8.1 If there are reasonable grounds to believe that the personal information in your possession or under your control has been accessed by any unauthorised person or has been disclosed, you must notify us immediately.</p> <p>8.2 We will notify the research subjects in order to enable them to take measures to contain the impact of the breach.</p>
This is the procedure you must follow.	<p>8.3 You must follow the following procedure:</p> <p>8.3.1 Contact the Division for Institutional Research and Planning at 021 808 9385 and permission@sun.ac.za;</p> <p>8.3.2 you will then be required to complete the information breach report form which is attached as Annexure A.</p> <p>8.4 You are required to inform us of a information breach within 24 hours. Ensure that you have access to the required information.</p>
9 MONITORING	
You may be audited.	<p>9.1 We reserve the right to audit your research practices to assess whether you are complying with this agreement.</p> <p>9.2 You are required to give your full co-operation during the auditing process.</p> <p>9.3 We may also request to review:</p> <p>9.3.1 Forms (or other information gathering methods) and notifications to research subjects, as referred to in clause 3;</p> <p>9.3.2 non-disclosure agreements with third parties with whom the personal information is being shared, as referred to in clause 5.4;</p>

	9.3.3 agreements with foreign companies or institutes with whom the personal information is being shared, as referred to in clause 6.5.
10 CHANGES TO RESEARCH	
You need to notify us if any aspect of your collection or use of personal information changes.	<p>10.1 You must notify us in writing if any aspect of your collection or use of personal information changes (e.g. such as your research methodology, recruitment strategy or the purpose for which you use the research).</p> <p>10.2 We may review and require amendments to the proposed changes to ensure compliance with this agreement.</p> <p>10.3 The notification must be sent to permission@sun.ac.za.</p>
11 CONSEQUENCES OF BREACH	
What are the consequences of breaching this agreement?	<p>11.1 If you do not comply with this agreement, we may take disciplinary action or report such a breach to your home institute.</p> <p>11.2 You may be found guilty of research misconduct and may be censured in accordance with Stellenbosch University or your home institute's disciplinary code.</p>
You may have to compensate us in the event of any legal action.	<p>11.3 Non-compliance with this agreement could also lead to claims against Stellenbosch University in terms of POPI and/or other laws.</p> <p>11.4 Unless you are employed by or studying at Stellenbosch University, you indemnify Stellenbosch University against any claims (including all legal fees) from research subjects or any regulatory authority which are the result of your research project. You may also be held liable for the harm to our reputation should there be an information breach as a result of your non-compliance with this agreement.</p>
12 CONTACT US	
Please contact us if you have any questions.	Should you have any questions relating to this agreement you should contact permission@sun.ac.za .

Annexure 'A'**Instruction:**

Please send this Notice to permission@sun.ac.za. If you have any difficulty completing the Notice, please contact the Division for Institutional Research and Planning at 021 808 9385. You must confirm that the Notice was received.

NOTIFICATION OF INFORMATION BREACH

Name of Researcher: _____

Name of Research Project: _____

Service Desk ID: _____

A security breach happens when you know (or you **reasonably believe**) that there has been:

- (a) loss of Personal Information ("PI")
- (b) damage to PI
- (c) unauthorised destruction of PI
- (d) unauthorised access to PI
- (e) unauthorised processing of PI

Date and time of security breach:	
Brief description of the security breach (what was lost and how). Please identify the equipment, software and/or physical premises and whether it is by hacking, lost device, public disclosure (email), theft or other means:	
Name of the person/s responsible for the security breach (if known):	
Is the security breach ongoing?	
Describe the steps taken to contain the security breach:	
What steps are being taken to investigate the cause of breach?	

ADDENDUM C: INTERVIEW GUIDE

Follow up interview questions:

UNESCO developed a conceptual and operational framework for intercultural competencies (UNESCO, 2013:24). Deardorff (2006; UNESCO, 2013:24) identified the following fundamental elements of intercultural competencies:

- Respect (“valuing of others”);
- Self-awareness/identity (“understanding the lens through which we each view the world”);
- Seeing from other perspectives/world views (“both how these perspectives are similar and different”);
- Listening (“engaging in authentic intercultural dialogue”);
- Adaptation (“being able to shift temporarily into another perspective”);
- Relationship building (“forging lasting cross-cultural personal bonds”);
and
- Cultural humility (“combines respect with self-awareness”).

Questions:

- 5) Which elements of Intercultural Competencies do you think you developed during your Summer School at SU ?

Please elaborate.

- 6) Have you attended another Summer School abroad in the USA or Europe?

If so, how did the SU Summer School experience differ with regards to the intercultural competencies you developed here compared to in Europe or the US?

- 7) What value does the (South) African (SU) context add to the summer school experience, if any?

- 8) What is your biggest take away or lesson learnt from attending the SU Summer School?

ADDENDUM D: CONSENT FORM



UNIVERSITEIT•STELLENBOSCH•UNIVERSITY
jou kennisvennoot • your knowledge partner

STELLENBOSCH UNIVERSITY CONSENT TO PARTICIPATE IN RESEARCH

Dear past participant in the Stellenbosch University Summer School

My name is Werner de Wit and I am doing research for my MPhil in Higher Education. I would like to invite you to participate in a research project entitled **Development of students' intercultural competencies through a study abroad experience: an institutional case study.**

Please take some time to read the information presented here, which will explain the details of this project and contact me if you require further explanation or clarification of any aspect of the study. Also, your participation is **entirely voluntary** and you are free to decline to participate. If you say no, this will not affect you negatively in any way whatsoever. You are also free to withdraw from the study at any point, even if you do agree to take part.

In this study I will attempt to answer whether students such as yourself developed unique elements of intercultural competencies while attending the Stellenbosch University Summer School, and if so, what these competences are. I will further look at:

1. What makes attending a summer abroad opportunity in South Africa, more specifically at SU, unique compared to Europe or the United States (US)?
2. How do these experiences compare to or differ from attending a summer school in Europe or the US?
3. Are the summer school student experiences universal or local?
4. What value does the (South) African (SU) context add to the summer school experience, if any?

I will be looking at Blogs of the past five years (2013-2018) Summer School students to make sense of what students experienced during the Summer School. I will analyse the Blogs to discover what unique elements of Intercultural competencies students experienced. I will thus read your blog, and use the data from your blog to answer the questions stated above.

I will quote parts of your blog as needed to indicate experiences of past participants. The quotes will be anonymised and in no way will your quotes be linked to you, or your blog. There is no risk of personal

harm to you or your position as a past participant of the Summer School. Quotes and parts of the study could be used for future publications, and will remain anonymous.

If deemed necessary later during the study, I will contact you for further follow up questions relating to the study and the analysed data. If you do not wish to answer the additional follow up interview questions, this will not be held against you, or influence the use of your blog in the study.

You are welcome to withdraw from the study at any time during the study, as your participation is completely voluntary.

If you have any questions or concerns about the research, please feel free to contact:

Werner de Wit – wdw@sun.ac.za (Researcher)

Or

Prof Magda Fourie-Malherbe – mfourie@sun.ac.za (Supervisor)

RIGHTS OF RESEARCH PARTICIPANTS: You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research participant, contact Ms Maléne Fouché [mfouche@sun.ac.za; 021 808 4622] at the Division for Research Development.
You have right to receive a copy of the Information and Consent form.

If you are willing to participate in this study please sign the attached Declaration of Consent and email it to wdw@sun.ac.za

DECLARATION BY PARTICIPANT

By signing below, I agree to take part in a research study entitled: Development of students' intercultural competencies through a study abroad experience: an institutional case study, and conducted by Werner de Wit.

I declare that:

- I have read the attached information leaflet and it is written in a language with which I am fluent and comfortable.
- I have had a chance to ask questions and all my questions have been adequately answered.
- I understand that taking part in this study is **voluntary** and I have not been pressurised to take part.
- I may choose to leave the study at any time and will not be penalised or prejudiced in any way.
- I may be asked to leave the study before it has finished, if the researcher feels it is in my best interests, or if I do not follow the study plan, as agreed to.
- All issues related to privacy and the confidentiality and use of the information I provide have been explained to my satisfaction.

Signed on

.....

Signature of participant

SIGNATURE OF INVESTIGATOR

I declare that I explained the information given in this document to _____ [*name of the participant*] [*He/she*] was encouraged and given ample time to ask me any questions. This conversation was conducted in English.

Signature of Investigator

Date